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ABSTRACT

This document reports on a project to conduct four to six in-service workshops for adult basic education (ABE) educators to develop their public speaking skills and create a speakers' bureau of ABE alumni. The goal of the speakers' bureau was to increase recruitment and retention of ABE students and improve public awareness of ABE. The packet of materials developed to conduct the workshops are part of an appendix that makes up the greater part of this document. The appendix also includes the following: letters to community groups which might have speakers from the speakers' bureau at their meetings, a list of organizations contacted, outlines of lessons on public speaking, information sheets on preparing various types of speeches, and sample speeches. (KC)

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ED352537

# Final Report

## Speakers' Bureaus: Boosting ABE

by

Barbara A. Goss,
Curriculum Developer/Project Presenter

Carol Molek, Adult Education Director

1991 - 1992

June 30, 1992

Tuscarora Intermediate Unit
Adult Education and Job Training Center
1020 Belle Vernon Avenue
Lewistown, PA 17044
717-248-4942

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## Acknowledgments

We wish to thank the Pennsylvania Department of Education for funding this project and especially Dr. John Christopher, Ed.D., Director, Bureau of Adult Basic and Literacy Education for his support of our programs.

We also extend gratitude to PDE Special Projects Advisor, Dan Partin, for his technical assistance and guidance. Funding for "Speakers' Bureaus: Boosting ABE" has allowed us to enhance and develop our programming and delivery of much needed services to our area's adults.

As always we value the support of the Tuscarora Intermediate Unit Board and our Executive Director, Dr. Dale Heller. The Intermediate Unit continues to recognize our unique contribution to the total organization.

A special thank you goes to the following sites for hosting the Speakers' Bureaus training: Uniontown in Fayette County, Mar Lin in Schuylkill County, and Towanda in Bradford County.

- Carol Molek, Project Director

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## Abstract

**Title:** Speakers' Bureaus: Boosting ABE
**Director:** Carol Molek
**Address:** T.I.U. Adult Education and Job Training Center
1020 Belle Vernon Avenue
Lewistown, PA 17044
**Phone No.:** (717) 248-4942
**Federal Funding:** $8,830
**Duration of Project:** **Number of Months:** 12
**From:** July 1, 1991 **To:** June 30, 1992

**Objectives:**

- To offer 4-6 Speakers' Bureau in-service workshops at the Adult Education and Job Training Center and/or in PDE regional advisors' areas.
- To offer a workshop at the 1992 Mid-Winter Conference that would culminate the project. The workshop would provide an opportunity for in-service workshop participants to get together to exchange ideas and experiences they had using the Speaker's Bureau concept as a recruitment tool in their own programs.

**Description:**

"Speakers' Bureaus: Boosting ABE" was designed to provide ABE educators with training through in-service workshops to develop ABE Speakers' Bureaus. The goal of the Speakers' Bureaus was to increase recruitment/retention of ABE students. We asked for assistance from PDE staff in disseminating information about the workshops within each region. The results of the workshops should be the development of Speakers' Bureaus statewide.

**Target Audience:**

All adult educators in the state of Pennsylvania who are interested in a specific procedure for recruiting and retaining ABE stuents.

**Products:**

A packet of materials that included the curriculum used to instruct the public speaking portion of the program and other materials used throughout the implementation of the ABE Speakers' Bureau program. A final report that included the successes of the workshops.

**Method of Evaluation:**

Measurement of success was based on the completion of

- in-service workshops (4-6) at the Adult Education and Job Training Center and/or other areas of the state.
- a workshop at the 1992 Mid-Winter Conference that offered to in-service workshop participants the opportunity to get together to exchange ideas and experiences they had using the Speakers' Bureau concept as a recruitment tool in their own programs.
- a packet of materials that included the public speaking curriculum and other materials used throughout the Speakers' Bureau program.
- a final report disseminated by T.I.U., AdvancE, and PDE.

## Speakers' Bureaus: Boosting ABE

### Introduction

"Speakers Bureaus: Boosting ABE" addressed state priority E.1.: in-service workshops for instructors, tutors, counselors, administrators, etc. for recruitment and retention of ABE students.

Our goal was to offer and to inform ABE educators of a specific procedure they could use to increase recruitment and retention of ABE students: the development of an ABE speakers bureau.

The original ABE Speakers' Bureau was a 353 project funded in '88-'89. The project was developed to involve ABE/GED students and/or alumni in speaking engagements within the community. Each speakers' bureau participant developed and wrote a speech in which reasons were stated for coming to ABE/GED classes, how getting or working for the GED changed the direction of his/her life, and future goals. The speaker's main purpose was to provide members of the community with information concerning the Adult Center programs and to encourage those persons to participate in adult education. Not only was the ABE Speakers' Bureau a local success but it also gained recognition in Focus as an outstanding project. The project was also featured in the national publication, Volunteer Network News. Because of the Speakers' Bureau local success and state and national recognition, we believed that we developed an important recruitment system that would be useful and beneficial to every adult education program in Pennsylvania.

The speakers' bureau in-service workshops were conducted by the instructor of the Adult Education Center's ABE Speakers' Bureau. During the in-service workshops, we described how and why the program was originally developed; spent time reviewing and discussing the curriculum that was developed and used for the public speaking training portion of the program; and showed several excerpts from video tapes of speaking presentations. The video tapes showed the speakers delivering their core speeches that were written as a result of the public speaking training. Materials included in the packet demonstrated how those basic speeches could be adapted to different speaking situations.

The original ABE Speakers' Bureau was designed to provide an ideal way for our students and alumni to share their experiences and to encourage other adults to take advantage of those same educational opportunities. Through the "Speakers' Bureaus: Boosting ABE" in-service workshops, adult educators across the state were offered the opportunity of being involved in one of the most exciting experiences in adult education. Since they learned how to develop a speakers' bureau at their own educational sites, it is our hope that the enthusiasm and interest for our program will become an integral part of every educator who participated in our workshops. The result should be the development of speakers' bureaus statewide.

The time frame for "Speakers' Bureaus: Boosting ABE" was as follows:

July - September '91 - Recruitment and scheduling of in-service workshops

September - December '91 - In-service workshops (4-6 workshops)

January '92 - Preparation for Mid-Winter Conference

February '92 - Mid-Winter Conference presentation

March - May '92 - Additional in-service presentations on request

May - June '92 - Final Report

The project director was Carol Molek. Ms. Molek directs programs at the TIU Adult Education and Job Training Center. Ms. Molek has over eight years experience coordinating adult programs for the Intermediate Unit and developing curriculum. Ms. Molek directed the project, supervised the other personnel involved, was responsible for maintaining the planned time frame, helped to recruit workshop presentations through PDE advisors and reported to and communicated with the Department.

The presenter for "Speakers' Bureaus: Boosting ABE" and curriculum developer for this project was ABE instructor, Barbara A. Goss. Ms. Goss has been an effective ABE instructor for seven years. She has worked on several 310/353 projects including the original ABE Speakers' Bureau. Ms. Goss was responsible for working with Ms. Molek contacting PDE regional advisors and coordinating the Speakers' Bureaus workshops with them. Ms. Goss' major responsibility to this project was to present the Speakers' Bureau information at the in-service workshops and at a workshop at the 1992 PAACE Mid-Winter Conference.

The audiences benefitting most from "Speakers' Bureaus: Boosting ABE" are adult educators statewide who are interested in

specific techniques to increase recruitment and retention of ABE students. These recruitment procedures have been tried and have proved extremely successful. The adult educators who participated in the Speakers' Bureau workshops each received a packet of materials containing the public speaking curriculum and samples of other pertinent materials used throughout the entire ABE Speakers' Bureau program. With the information contained in the packet, adult educators were well equipped to leave the workshops and set up a speakers' bureau at their own educational sites.

This report, including the packet of materials, should be most useful to any adult educator seeking a successful ABE recruitment procedure.

Permanent copies of this report can be obtained from:

Bureau of Adult Basic and Literacy Education Programs
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

and

AdvancE
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

"Speakers' Bureaus: Boosting ABE" was administered by the Tuscarora Intermediate Unit No. 11. The TIU is a local education agency which provides educational and management services to 9

school districts and 3 area vocational technical schools in Fulton, Huntingdon, Juniata, and Mifflin Counties.

The Intermediate Unit operates or oversees all Adult Center programs at the TIU Adult Education and Job Training Center. Center programs have included 306/321 ABE and GED programs; ACT 143 Program; the GED Alumni Association; various JTPA Programs; Carl Perkins project for single parents and displaced homemakers and thirty 310/353 special projects.

"Speakers' Bureaus: Boosting ABE" was based at the TIU Adult Education and Job Training Center at the Juniata-Mifflin Area Vocational Technical School in Lewistown, Mifflin County. The Adult Center is the home of a wide variety of adult education programs meeting the needs of adults in Juniata and Mifflin counties. February '92 marked the Adult Center's 8th year of successful operation.

## Statement of Problem

Adult Basic Education educators statewide share a common concern: that concern is how to effectively recruit and retain ABE students. ABE educators also share another common concern: that concern is how to broaden and strengthen awareness of ABE in the community and how to keep public awareness of ABE education an integral part of the community. The ABE Speakers' Bureau was the perfect answer to those justifiable concerns.

"Speakers' Bureaus: Boosting ABE" was a program designed to provide a workable means of recruiting and retaining ABE students while at the same time keeping public awareness of ABE education at its peak. Our goal was to give to ABE educators specific information and materials that would enable them to develop their own speakers' bureaus.

The ABE Speakers' Bureau was originally developed to involve ABE/GED students and/or alumni in speaking engagements at clubs and organizations within the community. The speakers' main purpose was to provide information concerning Adult Center programs and to encourage persons in the community to participate in adult education. The Speakers' Bureau provided an ideal way for our students and alumni to share their educational experiences and to offer encouragement and support to other adults who wanted to take advantage of those same opportunities.

By providing adult educators with the necessary information to use the speakers' bureau concept as a recruitment tool, it was our hope that the enthusiasm and interest in the entire recruitment concept would become an integral part of every educator who

participated in our in-service workshops. We had definite expectations that other speakers' bureaus would develop statewide.

## Goals and Objectives

To meet the needs of adult educators by providing them with information necessary to institute a speakers' bureau at their own educational sites, the following objectives were developed:

- To offer 4-6 Speakers' Bureaus in-service workshops, led by staff and assisted by program alumni, at the Adult Education and Job Training Center and/or at other sites in Pennsylvania as may be suggested by PDE regional advisors.

- To offer a workshop at the 1992 Mid-Winter Conference. This workshop would provide an opportunity for in-service workshop participants to get together to exchange ideas and experiences they had as they used the Speakers' Bureau concept as a recruitment tool in their own programs.

## Procedures

"Speakers' Bureaus: Boosting ABE" began with a letter to all the PDE regional advisors. We offered the Speakers' Bureau in-service workshops to the PDE advisors as part of their in-service projects for '91-'92 or as an extra in-service to make available to their region. We coordinated this project with the PDE advisors in an effort to reach a wider population of adult educators.

Once the responses were received either from the PDE advisors or from persons they personally contacted, the actual scheduling of the workshops began. Three workshops were immediately scheduled before Christmas and the acceptance of our workshop for the 1992 PAACE Mid-Winter Conference was confirmed.

After scheduling of the workshops, the preparation of the materials and information began. A careful inventory of all the materials used in the original Speakers' Bureau project was made. Relevant material was selected to be included in the workshop presentations and the packets given to each workshop participant. The information included how and why the ABE Speakers' Bureau was originally developed; an extensive review and discussion of the curriculum used for the public speaking portion of the program; excerpts from several speaking engagements that were video taped to demonstrate the success of our speakers as they presented their speeches. In addition, we included speech adaptions, the bibliography used for the public speaking training portion of the ABE Speakers' Bureau, our speaking engagements in detail, the "thank you dinner" program, and selected parts of the ABE Speakers' Bureau final report. The presentation was designed to be very

comprehensive, and the packet was designed to contain enough information that a speakers' bureau could have been set up based on the information given in the packet.

The conducting of the actual workshops rounded out the Speakers' Bureau project. Four workshops were presented (Uniontown, Mar Lin, Towanda, Lewistown) along with a workshop at the 1992 PAACE Mid-Winter Conference. The workshops were open to all adult educators who desired to learn how the Speakers' Bureau concept worked successfully as a recruiting tool. During the workshops, the prepared information and the packets were disseminated. An evaluation concluded each workshop presentation.

## Results

**Objective # 1**

**- To offer 4-6 Speakers' Bureau in-service workshops, led by staff and assisted by program alumni, at the Adult Education and Job Training Center and/or at other sites in Pennsylvania as may be suggested by PDE regional advisors.**

This objective was successfully met with much interest and enthusiasm for our project. Each presentation provided us an opportunity to reach many adult educators with our recruiting idea. The four workshops we had the privilege to present were as follows: (1) November 8, 1991 at Uniontown in Fayette County; (2) November 13, 1991 at Mar Lin in Schuylkill County; (3) December 11, 1991 at Towanda in Bradford County; and (4) May 13, 1992 at Lewistown in Mifflin County.

At the conclusion of each workshop, participants were asked to fill out an evaluation. The following were some of the positive responses we received: "...your packet is an excellent starting point. In addition I found some materials useful in teaching writing skills to our adults."; "...very adaptable for a variety of programs."; "I want to comment on the packet of material: It is comprehensive enough for me to feel confident to begin work on a comparable project immediately."; "Since we have been having problems recruiting students, this appears to be a good approach."; "Yes! I know that students make excellent recruiters."; "I think it is more than a successful venture." We were pleased to know that a recruiting technique that we found so workable and so successful was eagerly embraced by other adult educators as well.

Objective # 2

**- To offer a workshop at the 1992 Mid-Winter Conference. This workshop would provide an opportunity for in-service workshop participants to get together to exchange ideas and experiences they had as they used the Speakers' Bureau concept as a recruitment tool in their own programs.**

The Speakers' Bureau workshop was presented at the 1992 PAACE Mid-Winter Conference on February 5, 1992. The basic premise and design of this workshop was the perfect way to culminate this project; however, the idea was a bit too premature. This was a very excellent idea, but it possibly should have been incorporated into the schedule of the 1993 Mid-Winter Conference.

To make this point, on our evaluation we asked this question: "Would you like to attend a workshop at PAACE Mid-Winter Conference to share with others your successes using the speakers' bureau concept as a method for recruiting?" These were the responses:

- "I have to find the time to get the idea started."
- "Not at this point in time."
- "This is a good idea, but not this soon."
- "Yes, but not this year as time is needed for development and evaluation of its success in this area."

We needed to provide adequate time to the adult educators who attended our workshops to work with this idea, and adequate time to develop their own successes with the speakers' bureau. This is not to say that the PAACE workshop was not a success. The

presentation was slightly different than originally intended. The responses from the PAACE workshop were just as enthusiastic and positive as our other workshops. The results were very satisfying, and we received an excellent evaluation.

## Evaluation

Evaluation was a continual process. Measurement of success was based on completion of the following:

*(a) Four to six Speakers' Bureau workshops. An evaluation will be completed by workshop participants at the conclusion of each workshop. Results to be included in the final report.*

Four workshops were presented statewide: Uniontown, Fayette County; Mar Lin, Schuylkill County; Towanda, Bradford County; and Lewistown, Mifflin County. A formal evaluation was completed by each workshop participant. A copy of the evaluation and sample evaluations from participants are included in the appendix of this final report under the section titled "Sample Evaluations."

*(b) A workshop at the 1992 Mid-Winter Conference.*

The Speakers' Bureau Workshop was presented at the PAACE Mid-Winter Conference on Wednesday, February 5, 1992. Due to the fact that the majority of participants in our previous workshops felt this workshop was too premature, the presentation at PAACE took on a slightly different aspect than intended. The participants attending the PAACE workshop wanted to know what the Speakers' Bureau was all about and how the concept worked as a recruiting tool - exactly what we did across the state! We presented the information and gave out the packets of materials to participants who were enthusiastic and interested. Our PAACE presentation received an excellent evaluation.

*(c) A packet of materials.*

The packet of materials was given to all workshop participants. On the formal evaluation we asked: "With the materials given, would you feel adequately prepared to begin a speakers' bureau at your own site?" Most workshop participants answered, "Yes!" Other responses were:

- "Absolutely!"
- "It is certainly a great starting point."
- "Not only with materials given but also discussion of the same."
- "I think so..."
- "Yes, but I know I can call Barb if I need."
- "I feel I would be able to give it a good try."
- "I feel your packet is an excellent starting point..."

The majority of participant responses clearly indicated that the packet gave them more than adequate information to begin a speakers' bureau at their own educational sites.

*(d) A final report to be disseminated by T.I.U., AdvancE, PDE.*

## Dissemination

This project will be available for dissemination through:

Bureau of Adult Basic & Literacy Education Programs
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

and

AdvancE
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Specific questions should be directed to:

Barbara Goss
Adult Education and Job Training Center
1020 BelleVernon Avenue
Lewistown, PA 17044
(717) 248-4942

## Conclusions/Recommendations

Our "Speakers' Bureaus: Boosting ABE" was an extremely successful project that reached adult educators statewide with an excellent ABE recruiting technique. Through the in-service workshops, we were able to present the Speakers' Bureaus concept as a feasible recruitment tool. We taught workshop participants how to develop a speakers' bureau at their own educational sites and gave them the opportunity to work with a recruitment process that we know is effective. It was a privilege to come in contact with so many educators who received our presentations with enthusiasm. It was also a privilege to work with the PDE advisors, especially Helen Hall and Martha Frank, who believed we had developed a sound ABE recruitment method. Their support and encouragement was appreciated.

Our recommendations for the future would certainly include continuation of the work on the speakers' bureaus statewide that began as a result of this project. The speakers' bureau concept is extremely adaptable to any program of any size. "Speakers' Bureaus: Boosting ABE" will serve any ABE program well and will provide for adult educators everywhere increased recruitment in their ABE programs.

# Appendix

# Training Materials

Tuscarora Intermediate Unit
# Adult Education and Job Training Center

CAROL MOLEK
*Adult Education Co-ordinator*

ADELE T. CRAIG
*JTPA Director*

## Speakers' Bureaus: Boosting ABE
## Presenter: Barbara A. Goss

1. Introduction

2. The ABE Speakers' Bureau: General Design

   -Purpose: How it all got started!
   -Recruitment of participants
   -Letter writing campaign
   -Responses to letter writing campaign
   -Organizations contacted

3. Public Speaking Instruction

   -Design and purpose of instruction
   -General information
      -Communication as a process
      -Physical aspects of delivery
      -Speech organization
      -Effective public speaking

   -The speech to inform
      -Outline
      -Preparation
      -Introductions and conclusions
   -Types of speeches

4. Speech presentation and speech adaptations

5. Speaking schedule

6. Our speakers' evaluations

7. Questions/Wrap-up



Juniata-Mifflin Vo-Tech School
(717) 248-4942
1020 BelleVernon Avenue
(717) 242-1423
Lewistown, PA 17044
(717) 248-8610 FAX
*TIU 11 is an equal rights and opportunities educational service agency.*

# ADULT EDUCATION
# TUSCARORA INTERMEDIATE UNIT
# CENTER

JUNIATA-MIFFLIN AREA VOCATIONAL TECHNICAL SCHOOL
PITT STREET and BELLE VERNON AVENUE
LEWISTOWN, PENNSYLVANIA 17044

717-248-4942

October 28, 1988

Dear _____,

What a great time we had Wednesday night! It was such a pleasure to see you again, and I am extremely pleased with your response and enthusiasm to our Speakers' Bureau. I am so very proud of all of you!

I just wanted to remind you of our schedule through January, 1989. I officially cleared these dates with Carol, and she is pleased that we are forming a close network.

Speaker Training

| | |
|---|---|
| Wednesday, November 3, 1988 | 7:00 - 9:00 |
| Wednesday, November 9, 1988 | 7:00 - 9:00 |
| Wednesday, November 16, 1988 | 7:00 - 9:00 |
| Monday, November 21, 1988 | 7:00 - 9:00 |

"Touch Base" Meetings

| | |
|---|---|
| Monday, December 19, 1988 | 7:00 - ? (Don't forget - Christmas Party!) |
| Monday, January 23, 1989 | 7:00 - ? |

I'm looking forward to seeing you November 3rd.

With warmest regards,

Barb Goss
Project Instructor

BG/md

# ADULT EDUCATION
# TUSCARORA INTERMEDIATE UNIT
# CENTER

JUNIATA-MIFFLIN AREA VOCATIONAL TECHNICAL SCHOOL
PITT STREET and BELLE VERNON AVENUE
LEWISTOWN, PENNSYLVANIA 17044

717-248-4942

September 9, 1988

Dear Friend,

The T.I.U. Adult Education Center at the Juniata-Mifflin Vo-Tech School proudly announces the addition of a new service - the ABE Speakers' Bureau. The ABE Speakers' Bureau is a public awareness outreach program. It is designed to inform local organizations of the assistance available at the Adult Center for persons who need to improve basic skills.

Dissemination of this information will be done through a small group of Adult Basic Education students and/or GED alumni. These persons will relate their success stories. They will tell their reasons for coming to classes, how getting or presently working for the GED has changed the direction of their lives, and what goals are in their futures. The stories you will hear will describe how our students overcame problems, met challenges, and reached out for that second chance.

We would like to become involved with your organization in this challenge to educate our local community. Please return the enclosed postcard to us and indicate your interest in having our speakers as part of the program of one of your meetings. Our speakers are available for your meetings from December 1988 to June 1989.

As an active member of the community, your organization is already making a difference. Together we can make a bigger difference. Together we can make an effort to reduce ignorance and to educate.

Thank you for your interest in our efforts to make a better community.

Sincerely,

Barbara Goss
Barbara Goss
Project Instructor

Carol Molek
Carol Molek
Project Director

CM:gs

## GENERAL DESIGN

The plan for the ABE Speakers' Bureau involved 3 stages:

(A) Organizing and implementing a letter writing campaign to all clubs and organizations within a 20 mile radius got the project well underway. The letters stated the purpose of the Speakers' Bureau and asked for feedback by a written response as to interest in having our speakers at one of the organizations' meetings. A postcard was enclosed with each letter to facilitate a return response.

Name of organization: _____
Contact Person: Name _____
Address _____
_____
Phone No. _____

____Yes, we are interested in having Adult Basic Education student speakers at one of our future meetings. Please contact us as soon as possible.

____No, we are not interested right now, but please contact us in the future.

____No, we are not interested.

9/15/88

Name of organization: Rotary Club of Lewistown
Contact Person: Name John R Rodgers
Address RD1 Box 188
Belleville, PA 17004
Phone No. 717-935-5742

✓ Yes, we are interested in having Adult Basic Education student speakers at one of our future meetings. Please contact us as soon as possib[illegible].

____No, we are not interested right now, but please contact us in the future.

____No, we are not interested.

# ADULT EDUCATION
# TUSCARORA INTERMEDIATE UNIT
# CENTER

JUNIATA-MIFFLIN AREA VOCATIONAL TECHNICAL SCHOOL
PITT STREET and BELLE VERNON AVENUE
LEWISTOWN, PENNSYLVANIA 17044

717-248-4942

October 10, 1988

Ms. Barbara French
WIC Program
3 North Dorcas Street
Lewistown, PA 17044

Dear Ms. French,

Thank you for your interest in our Speakers' Bureau. We are pleased that your response was positive, and we are excited about the prospect of having our speakers at one of your monthly meetings.

During the week of October 10, I will contact you to confirm dates for our speakers. Our schedule is flexible, and we will make every effort to meet your needs.

Thanks again for your interest and support.

Sincerely,

Barbara A. Goss

Barbara A. Goss
Project Instructor

BAG/md

# ADULT EDUCATION
# TUSCARORA INTERMEDIATE UNIT
# CENTER

JUNIATA-MIFFLIN AREA VOCATIONAL TECHNICAL SCHOOL
PITT STREET and BELLE VERNON AVENUE
LEWISTOWN, PENNSYLVANIA 17044

717-248-4942

October 10, 1988

Ms. Rose Ann Tunall
American Association of University Women
51 Spanogle Avenue
Lewistown, PA 17044

Dear Ms. Tunall,

Thank you for your interest in our Speakers' Bureau. We are pleased that your response was positive, and we are excited about the prospect of having our speakers at one of your monthly meetings.

I would like to make the effort to contact you again after the Christmas holidays when we return to work. I am certain that a program involving our speakers would be of benefit to your organization. At that time, we could discuss the possibility of having our speakers at one of your meetings in the spring. Our services are available through May 1989.

Thanks again for your interest and support. I will look forward to talking with you after the first of the year.

Sincerely,

Barbara A. Goss

Barbara A. Goss
Project Instructor

BAG/md

# ADULT EDUCATION
# TUSCARORA INTERMEDIATE UNIT
# CENTER

JUNIATA-MIFFLIN AREA VOCATIONAL TECHNICAL SCHOOL
PITT STREET and BELLE VERNON AVENUE
LEWISTOWN, PENNSYLVANIA 17044

717-248-4942

October 10, 1988

Thank you!

Thank you for responding to our letter concerning our newly formed Speakers' Bureau. We appreciate that you took the interest, time, and effort to return the postcard.

We were sorry to know, however, that you were not interested in our services. Our speakers are enthusiastic about their educational experiences, and they want to share their successes with everyone. We know that our speakers would bring interesting information to your group. Their main efforts are directed toward including as many persons as possible in the educational process.

I would like to make the effort to contact you again after the first of the year. At that time, we could discuss the possibility of having our speakers at one of your meetings in the spring. Our speakers are available through May 1989.

I will look forward to talking with you after the Christmas holidays.

Sincerely,

Barbara Goss

Barbara Goss
Project Instructor

BG/md

Sent to the following:

Jo Ann Lindsey, Decatur Ladies Auxiliary
Russell Smith, Ohesson Manor Volunteers
Kimberly Crone, Lewistown Hospital
Steve Diffenderfer, Allensville Volunteer Fire Co.
Mrs. Remona Reinard, Mifflin County Public School Retirees
Mrs. Margaret Troutman, City Hook and Ladder Auxiliary
Robert Keller, Stroup-Alexander VFW Auxiliary
Suzanne Fisher, 4-H Junior Leaders

## LIST OF ORGANIZATIONS CONTACTED

AMP-CEP

Mifflin County Child Development

Probation Office

Mifflin County Library

Mifflin County Headstart

Mifflin-Juniata Women's Health Services

Community Counseling Center

Lewistown Job Service

Lewistown Hospital

Drug and Alcohol Commission

Social Services

Juniata County Library

Mifflin County Literacy Program

ACTWU, Local #6

Alfarata Lions Club

Alumnae Association of the Lewistown Hospital School of Nursing

American Red Cross

Belleville Civic Club

Belleville Fire Company No. 1 Ladies Auxiliary

Belleville V.F.W. Post #5935 Ladies Auxiliary

Beta Sigma PHI Kappi XI

Big Valley Ambulance Club

Big Valley Area Medical Center Auxiliary

Boy Scouts of America

Burnham-Derry Ministerium

Burnham Fire Company Auxiliary

Candy Stripers

The Family Support Group

Domestic Relations Office

Mifflin-Juniata Area Agency on Aging

Skills of Central PA., Inc.

Abuse Netowrk

State Health Center

Mifflin County Assistance Office

Mifflin County Children & Youth Social Services

N/P Health Services

William Clark Associates

United Cerebral Palsy

"Starting Over"

WIC

AAUW - Lewistown Branch

Agricultural Stablization & Conservation Service

Allensville Fire Company

American Legion Association

American Legion Auxiliary

Beacon Lodge - Camp for the Blind

Belleville Fire Company No. 1

Belleville Historical Society

Belleville Lions Club

Beta Sigma PHI XI Gamma Lambda Chapter

Beta Sigma PHI Laureate

Big Valley Medical Center

Blue Ridge Lodge #45, Fraternal Order of Police

Brooklyn Hose Company #3

Burnham Fire Company

Burnham Lions Club

Charity League

Child Evangelism Fellowship of Mifflin, Juniata, & Perry Counties

List of organizations contacted (continued)

| | |
|---|---|
| Chorus Of The Blue Juniata S.P.E.B.S.Q.S.A. | Church Women United In Mifflin County |
| City Hook & Ladder Company #4 | City Hook & Ladder Company Auxiliary |
| Mifflin and Juniata Visiting Nurse Association | Daughters of the American Colonists, Logan Chapter |
| Daughters of the American Revolution, Kishacoquillas Chapter | Decatur Fire Company |
| Decatur Fire Company Auxiliary | Department of Public Welfare - Juniata County Board of Assistance |
| East Derry Fire Company Auxiliary | Easter Seal Society for Crippled Children & Adults of Mifflin County, Inc. |
| Elks Lodge #663 | Elks Lodge #663 Ladies Auxiliary |
| Fame Fire Company | Farmers Home Association |
| Fort Granville Grange #1902 | Friends of the Juniata County Library |
| Future Farmers of America | Golden Age Club of Lewistown |
| Granville Fire Company | Granville Home & School Association |
| Hemlock Girl Scout Council, Inc. | Henderson Fire Company |
| Highland Park Fire Company | Junction Fire Company |
| Juniata County Child Care & Development Services, Inc. | Juniata Valley Area Chamber of Commerce |
| Juniata Valley YMCA | Juniata Valley YMCA Ladies Auxiliary |
| Knight Templar | Kishacoquillas Bandboosters |
| Lady Butler Rebekah Lodge #316 | Lady Greenwood Rebekah Lodge #308 of Belleville |
| Lewistown Active Fire Police | Lewistown Business & Professional Women's Club |
| Lewistown Civic Club | Lewistown Coin Club |
| Lewistown County Club | Lewistown High School Bandboosters |
| Lewistown Hospital Auxiliary | Lewistown Hospital Board of Trustees |
| Lewistown Kiwanis Club | Lewistown Lions Club |
| Lewistown Ministerium | Lewistown Mothers Club |
| Lewistown Music Study Club | Lewistown Rotary Club |
| Lewistown Soroptimist Club | Library & Museum Association |
| Loyal Order of Moose #143 | Women of the Moose |
| Malta Home Sisterhood #132 | McVeytown Lions Club |
| Mifflin County Agriculture and Home Economics Service | Mifflin County Agriculture Extension Association |
| Mifflin County Air Force Assoc. | Mifflin County Bar Association |
| Mifflin County Conservation District | Mifflin County Dairy Herd Improvement Association |

The public speaking instruction began by the middle of October, 1988. All participants were required to spend 15 hours in instruction. During the course of the instruction, the speakers were directed in writing a full length speech that included the following: the reason(s) for coming to ABE classes; how getting or working for the GED changed the direction of his/her life; and what goals were in the future. The speakers could use any suitable material they wished, but those 3 major points had to be included in each speech. The basic speech writing instruction centered around writing a speech to inform. The speakers were introduced to all types of speeches, but their finished product was a speech to inform. Sample texts of the speeches follow this report.

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# COMMUNICATION AS A PROCESS

I. Factors in the Communication Process
   A. Speaker
   B. Language
   C. Listener
   D. Environment
      Perceputal Fields
      1. Internal
      2. External
   E. Feedback
      Feedback Cycle
      1. Negative
      2. Positive

II. Communication Process/Feedback Cycle
   (Circular Response Pattern)
   A. Speaker begins process - message to deliver
   B. Speaker creates message
   C. Speaker selects channel for message:
      voice, music, visual aids, touch, smell or other form
      to create message
   D. Speaker prepare and sends a message
   E. Listener receives message
   F. Listener reacts to incoming messages; makes determination
      (decoding process)
   G. Listener sends message back to speaker
   H. Speaker reacts to message from listener
   I. Speaker continues sending same messages or adjusts message,
      sending different information

III. Feedback Loops
   A. Pre-speech: creation of speech and speaker anticipation
      of audience response
   B. Actual presentation: Speaker presents speech and audience
      responds; speaker may or may not alter
      message
   C. Post-speech: Observation and judgment - speaker observes
      audience reaction; speaker uses observations
      for planning and writing future speeches.

IV. Using feedback during the speech
   A. Positive feedback
   B. Negative feedback
   C. Reading the audience

## PHYSICAL ASPECTS OF DELIVERY

I. Voice Skills
   - A. Breath control
   - B. Articulation
   - C. Volume and projection
   - D. Inflection and emphasis
   - E. Pronounciation
   - F. Rate and pitch

II. Clarity
   - A. Pronounciation
   - B. Enunciation

III. Non-Verbal Delivery
   - A. Posture and stance
   - B. Movement
   - C. Gestures
   - D. Facial expression
   - E. Appearance
   - F. Visual Aids
     1. Posters
     2. Graphs/Charts
     3. Handouts
     f. Objects/Models

## SPEECH ORGANIZATION

I. Introductions
   - A. Gain attention
   - B. Present the topic/purpose
   - C. Connect with audience
   - D. Types of introductions

II. Conclusions
   - A. Summarize main points
   - B. Repeat main goal
   - C. Provide a clear ending
   - D. Types of conclusions

III. Connecting the Introduction to the Conclusion
   - A. Reinforce purpose
   - B. Give speech closure and balance
   - C. Make each part appropriate for audience

IV. Organizational Patterns
   A. Logical/Topical
   B. Chronological
   C. Spatial
   D. Classification
   E. Problem - Solution
   F. Cause - Effect

## PUBLIC SPEAKING
## OUTLINE ORGANIZATION

I. TOPIC

II. SUBJECT SENTENCE

III. GENERAL PURPOSE

IV. SPECIFIC PURPOSE

V. INTRODUCTION

   A. Attention Getter (Complete Sentence)

   B. Introduce Topic

      1.

      2.

      3.

VI. BODY (at least 2 main headings; NO More than 5)

   1.

   2.

   3.

   4.

   5.

VII. CONCLUSION

   A. Summary - as many points as main headings in body of speech

   B. Statement of lasting effect (complete sentence)

## EFFECTIVE SPEAKING

I. Effective speaking points to remember

II. Overcoming stage fright

III. Physical delivery
   A. Speaking voice
   B. Body movement

## EFFECTIVE SPEAKING

I. An effective speech will result if the following points are remembered:

   A. Have a well organized speech
   B. Make your speech interesting
   C. Have a goal in mind when you prepare your speech and TRY to reach that goal
   D. Make good use of gestures
   E. Don't forget that <u>eye contact</u> is vitally important to good feedback
   F. Watch audience feedback; if you receive negative feedback, change and adapt your sytle
   G. Appeal to the interest of your audience
   H. Leave your audience with something important to think about

II. Stage Fright (can be easily overcome with time and practice)

   A. Symptoms
      1. Shaking
      2. Cold often clammy hands
      3. Forgetfulness
      4. Drop or rise or crack in voice
      5. Staring
      6. Nausea

   B. To overcome stage fright, the following suggestions are helpful:

      1. REMEMBER - nervousness is natural and normal (IF YOU ARE <u>NOT</u> NERVOUS, YOU KNOW SOMETHING I DON'T)

      2. REMEMBER - You NEVER look as bad as you <u>think</u> you do!

      3. <u>YOU</u> ARE <u>PREPARED</u> on your topic; you did the research and you are, for the moment, the "expert." This is the advantage you have over your audience.

      4. Walk briskly to the front of the room, take a deep breath, and begin your speech with <u>confidence</u>.

      5. SMILE at your audience.

      6. Always create a friendly atmosphere (create goodwill).

      7. LOOK FOR A FRIENDLY FACE.

      8. Always try for improvement.

III. Physical Delivery

A. Speaking Voice

1. Make sure you pronounce your words correctly (put the D's and T's on the end of your words!) AVOID "SLOPPY" SPEECH.

2. Make sure you project your voice so that you can be heard in the back of the room.

3. If you need to pause, make it meaningful.

4. Say your words with feeling and confidence.

5. Use a pleasant voice quality
   a. pitch
   b. tone
   c. rate
   d. loudness/softness
   e. inflection

6. Say <u>exactly</u> what you mean! Don't make your audience "guess" what you are trying to say.

7. Talk <u>directly</u> to your audience. <u>Don't</u> look at the wall or the blackboard. Be direct and look your audience "right in the eye."

B. Body Movement

1. Avoid "sloppiness;" stand up straight. This presents a good image and will promote a better audience response.
2. Use natural posture.
3. Move <u>only</u> when you feel it is necessary to make a point or enhance your speech. Unnecessary movement will distract form the content of your speech.

## PUBLIC SPEAKING

I. SPEECH

1. Speech involves 2 things: an <u>ACT</u> and an <u>ART</u>
   a. The ACT involves the voice and the articulators (lips, teeth, vocal chords)
   b. The ART involves speaking for a specific purpose; everyday communication

2. <u>DEFINITION</u>
   a. The process by which ideas and feelings are transmitted through the combiming of words, voice, and actions.
      1. ideas - intellectual
      2. feelings - emotions
      3. actions - facial expressions, vocal tones, and [illegible]es

b. Speech is BOTH the act and the art of communication.
Communication - transmitting thoughts and ideas.

II. SPEAKING SITUATIONS

ALL of the following as involved ANY time the act of communication takes place:

1. audience or listener
2. subject or topic
3. speaker
4. occasion: time, place, setting
5. purpose

III. AREAS IN SPEECH

RHETORIC - study of the art of public speaking.

a. Began in Greece - no lawyers
b. SOPHISTS - teachers of public speaking; basic concern: delivery
c. RHETORICIANS - "making truth prevail":
   1. PLATO - first school of rhetoric
   2. ARISTOTLE - most famous and important student of Plato
   3. Rhetoricians were basically concerned with speech CONTENT.
   4. Against teaching of the sophists
   5. Teachings spread from Greece to Rome; most famous Roman Rhetorician: CICERO

PUBLIC ADDRESS

a. forensic - debate and oratory
b. occasional - speaking for a special or a specific occasion
c. deliberate - definite aim or purpose

ORAL INTERPRETATION

a. dramatic reading
b. uses vocal expressions, facial expressions, and gestures
c. interpretation of an author's written work

SPEECH PATHOLOGY AND AUDIOLOGY (HEARING PROBLEMS)

a. concerned with speech as an act
b. production of speech sounds

SPEECH SCIENCE

a. description of the act of speech
b. concerned with analysis of vocal control, rate, tone, pitch, etc.

PARA-LANGUAGE

a. same words in a sentence spoken with a different expression to make a different meaning:
   I said you may leave!
   I said you may leave.
   I said you may leave?

GENERAL SEMANTICS

a. theories of the meanings of words
b. study of the meanings of words

DRAMA AND THEATRE

a. communication through an art form
b. communication that:
    1. conveys a message
    2. entertains
c. communication through a live audience

RADIO, TV, MOTION PICTURES

a. communication with a large audience
b. NO live audience

SPEECH EDUCATION

a. teaching of any area of speech
b. been in existence in America approximately 40 years

OTHER RELATED AREAS IN SPEECH

1. Group Discussion
2. Parliamentary Procedure
3. Debate and Argumentation

SPECIFIC TYPES OF PUBLIC SPEECHES

1. Inform
2. Persuade
3. Demonstration
4. Extemporaneous
5. Manuscript
6. Convince
7. Entertain

## SOME BASIC PUBLIC SPEAKING DEFINITIONS

1. Articulate (articulation) - clear, intelligible syllables and words; distinctly spoken words or syllables
2. Annunciate (annunciation) - literally means to make known; announce
3. Diction - The way in which words are pronounced; a style of speaking that uses skillful choice of words that accurately expresses a clear, meaningful idea.
4. Dialect - a form of speech spoken in a certain area by a certain group of people.
5. Semantics - study of the meanings of words; the study of the development of the meanings of words.
6. Poise - composure, self-assurance; the way in which the body and head are carried and held. Literally means balance.
7. Rhetorical question - a question asked only for effect, not for information.

# Outline for Information Speech

ORGANIZATION

I. INTRODUCTION

Give audience a clear statement of subject.

Tell them why they need the information.

Let them know why you are a qualified speaker on this topic.

Use one of the 4 types of organization discussed earlier in this chapter.

II. BODY OF SPEECH

III. CONCLUSION

Summarize the main ideas.

Restate the value the audience should get from the information.

Prepare a snappy, forceful punch line, using one of methods mentioned earlier.

Chapter Seven

# Preparing the Speech to Inform

*"There are three things to aim at in public speaking; first to get into your subject, then to get your subject into yourself, and lastly to get your subject into your hearers."*—Bishop Gregg

The old fable about the ant and the grasshopper also applies to speechmaking. The ant methodically and industriously prepared for winter while the grasshopper played. Of course, when winter came, the ant survived the winter comfortably but the grasshopper perished. Although the results in speechmaking are not so extreme as this, the point is made that preparation is essential to success. And nowhere can careful preparation be more rewarding than in speechmaking.

Among the possible rewards are greater confidence in yourself, a greater impact on your audience, and greater acceptance of the ideas and content of your speech. You may also discover that learning to organize ideas for a speech is a valuable skill that will help you in other areas of your life and studies, such as writing reports and theme papers, analyzing problems, and even organizing projects you may do for fun.

In this chapter you will learn the skills necessary to undertake the two important steps in speech preparation: (1) selecting an appropriate subject for your speech and (2) preparing and organizing the information on the topic. In the chapters that follow, you will learn how successful completion of these two steps will aid in effective delivery of speeches to inform.

## STEP 1: SELECTING THE SUBJECT

### Make an audience analysis.

Remember that when you speak to others for a specific purpose, you need to know who your listeners are. We have studied audience analysis before. Here we want to consider analyzing your audience from the point of view of making speeches to give information.

There are four major questions to answer when you analyze your audience for an informative speech:

1. Will the audience be interested?
2. Will the audience understand what I am talking about?
3. Will the audience find the information I am presenting useful now or in their future lives?
4. Will the audience accept me as being believable?

As a speaker, you can never be one hundred percent sure of any audience response until you are actually speaking. But, you can plan ahead by answering some questions about your audience before you start.

### 1. WILL THE AUDIENCE BE INTERESTED?

To answer this about an audience, you need to know some of the following:

**a. What is the average age of the audience members?**

Young people's interests generally differ from those of older persons. Write in the space below five things that interest you but not your parents or grandparents:

_____

_____

_____

_____

_____

List three things that would have interested you two years ago, but not now:

_____

_____

_____

You can see that age makes a difference in what you might talk about and how you might talk about it.

**b. What is the sex makeup of the audience?**

Males and females have many things in common which interest them. There are many things, however, which they may not have in common. For example, both males and females drive cars. However, this does not mean that all female drivers would find much interest in listening to a talk about replacing the "U-Joint." Both males and females wear clothing and are concerned about their appearance, but not all males would want to learn how to sew a pleat or make buttonholes.

List five subjects for which you think the sex of the audience would make a real difference in listening interest:

_____

_____

_____

_____

_____

### 2. WILL THE AUDIENCE UNDERSTAND WHAT I AM TALKING ABOUT?

Another way of asking this question is: Will the audience and I speak the same language? When you analyze your audience, answer the following questions:

1. Have members of the audience had an education similar to mine?
2. Have members of the audience had experiences similar to mine?
3. Are there special words, symbols, terms, or ideas that I must explain to this group in order to be sure there is no misunderstanding?

### 3. WILL THE AUDIENCE FIND THE INFORMATION USEFUL NOW OR IN THE FUTURE?

You will give most of your speeches in the classroom to your fellow classmates. You need to consider what your classmates might want to learn about.

Much of the material for making an audience analysis of your classmates has already been gathered.

Turn to your Audience Analysis File now. Review all the information you have gathered regarding your classmates.

Information is useful if it helps us get something we want or need. From the information about your classmates, what do you think they might need or want?

*Physical Needs.* Information about athletic skills, physical attractiveness, health and physical fitness, security from harm.

*Intellectual Needs.* Skills in study, learning, taking exams, improving memory, improving classroom participation, learning how to ask questions.

*Spiritual Needs.* Information about religion, feelings of faith, duty, love, dedication.

*Moral–Ethical Needs.* Information about the nature and values of honesty, strong character, responsibility to others.

*Social Needs.* Being popular, skills of meeting other people, winning friends, making dates, getting along with others.

*Economic Needs.* The need to be thrifty, buy wisely, have work skills, get and hold a job, organize one's time, keep up with current knowledge in your field.

The information you present must be relevant to the needs of your audience or you will soon find them not listening.

### 4. WILL THE AUDIENCE FIND ME BELIEVABLE?

It is important that the audience see you as a person who knows what he or she is talking about.

When you plan your subject, ask yourself the question: "What does the audience know about me and my relationship to the speech topic?"

If they know nothing, then, have a chairperson introduce you and set forth your credentials. Your audience should be told why you are a person who has useful information. If the chairperson does not do this, early in your speech you can tell the audience about your studies or your experiences which qualify you to speak on this subject.

One of the best ways to establish yourself as being believable is to be well prepared on a subject which is of interest to you and about which you have knowledge.

## Consider what you know about the subject.

Remember your Personal Inventory? Review it at this time. It will help you to make decisions about possible subjects for speeches to inform.

Your Personal Inventory is your personal storehouse of information about your experiences. Remember, however, you can always extend your present information by adding to your experiences. You can study more or you can have new experiences. For example, you can visit a computer sales center, interview the staff there, and add to what you know.

### A PITFALL TO AVOID

Many people think, "No one will be interested in my experiences or in what I know. It will just bore them. I am not very interesting or important."

If you think like this, remember that all your classmates feel pretty much as you feel, have needs much like yours, and are eager to hear about experiences that others have had. "Birds of the same feather like to hear the same song."

# Introductions and Conclusions

There is an old piece of advice that says, "If you haven't struck oil in two minutes you'd better stop boring." For the speaker this means, "If you don't grab the audience in the introduction, you might as well make it your conclusion!"

## Introductions

An **introduction** should serve three general purposes: (1) to gain attention, (2) to present your topic, and (3) to connect with your audience.

1. *Gain attention.* This is your big moment! You need to get the group interested. Find a way to make people say "This is going to be good!".
2. *Present the topic/purpose.* Before the introduction is completed your audience should know your topic and the purpose of your speech. Your introduction should preview your main points.
3. *Connect with your audience.* You must come across as a person who is interested in the topic and your listeners. Show your listeners you recognize any connection they might have to the topic. Your ideas and your delivery will help you connect to your listeners.

### Connecting the Introduction and Conclusion

When possible, tie your introduction and conclusion together by referring back to your introduction in your conclusion. This is sometimes called a "turnaround." It reinforces your purpose and gives your speech closure and balance. For example, suppose you introduce your speech with the startling statement, "Jessie is a normal child, except for one thing—she is the victim of child abuse. . . ." You might conclude your speech with a sentence such as, "We must keep children like Jessie safe." Whatever form of introduction and conclusion you choose, make sure each is appropriate to your audience, your purpose, and your topic. Some topics don't lend themselves to humor. Some audiences will enjoy humor, others will not. Persuasive speeches often use a startling statistic or startling statement. Speeches of social ritual often use a reference to the occasion as an introduction.

## Summary

Constructing a speech requires planning and following organizational patterns. It takes time and effort. This chapter discusses purpose sentences, organizational patterns, outlining, language, introductions, and conclusions. All of these are necessary in building a speech. Taking the time to construct your speech carefully will help to make your speech a success.

## Types of Introductions

There are many ways to introduce a speech. Let's look at some of them.

1. *Startling statement.* A startling statement presents information which surprises the audience. For example:

   Jessie is a normal three-year old child except for one thing—she is the victim of child abuse. She has been hospitalized with broken bones four times in her young life.

2. *Rhetorical question.* A rhetorical question requires no answer from the audience. It challenges the audience to think. It should not be answered by just yes or no. For example:

   What do Albert Einstein, Nelson Rockefeller, Cher, and Tom Cruise have in common? (Pause) They all have overcome dyslexia, a learning disability that interferes with the ability to read.

3. *Humor.* A joke or funny statement serves to relax an audience. Yet humor should relate to the topic. For example:

   What ten-letter word starts with GAS? (Automobile) And this year we may run short again.

4. *Quotation.* A quotation from a famous person on the topic can interest an audience. For example:

   Abraham Lincoln once said, "You can fool all of the people some of the time; you can even fool some of the people all of the time; but you can't fool all of the people all of the time." We can no longer be fooled by the newspapers in this city.

5. *Story.* A story involves the audience in the topic. For example:

   Many years ago, a stranger arrived in our town. He wore ragged clothes and carried. . .

6. *Personal experience.* A personal experience gets the listener's attention and helps the audience connect to the speaker. For example:

   Who would want to spend hours in the blazing sun digging carefully in the dirt with a small spoon? I did. Last summer I spend two weeks at the Kampsville Dig doing archeological research. I have the calluses to prove it.

7. *Example.* An example gives a vivid picture of the topic. For example:

   Anne Graves, age 4, died from a gunshot wound to the chest. Her killer was shocked and heartbroken. He was her six-year old brother who found a loaded gun. . . .

8. *Reference to occasion, audience, or topic.* A reference to the reason for the speech lets the listeners know what is going on. For example:

   I am very pleased to present this award for the Outstanding Student of West High School. Jeremy Hotchkins has maintained an almost perfect record in math and science while. . . .

## Conclusions

During the conclusion you need to remind your listeners of what you told them and give them a final thought. The conclusion has three purposes: (1) to summarize your main points; (2) to remind your audience of your goal; and (3) to provide a clear ending.

1. *Summarize your main points.* Listeners can forget your main points because they cannot go over them again. Therefore, you need to remind them. Summarize the main points so they stay in your listeners' minds.
2. *Repeat your main goal.* Get your audience set to reach the audience goal.
3. *Provide a clear ending.* Don't leave the listeners wondering if the speech is over. Give a final statement.

### Types of Conclusions

There are many types of conclusions. Following are some of the common ones.

1. *Summary.* A summary should consist of a restatement of the main points of your speech.
2. *Quotation.* The quotation should summarize your speech or suggest the action or attitude you want your audience to have.
3. *Appeal.* An appeal asks the audience to do something for themselves or someone else. For example:

   Please remember that seat belts save lives. Seat belts prevent serious injury. Wear seat belts!

4. *Challenge.* A challenge serves to motivate an audience to action. It is a bit like a dare. For example:

   If we ignore the problem, it won't go away. Vandalism will end in this school only when you and I work to end it. I'm willing to stop vandalism. Are you?

5. *Story.* Just as a story can be used to introduce your speech, it can also be used to end it.

# Speaking to Inform

Speaking to inform is the most familiar type of public speaking. An **informative speech** is a speech that presents or describes information. Your days are filled with informative speeches—those that you give and those that you receive. You listen to teachers' lectures, which are a form of informative speaking. You might announce to your classmates the date and time of the Music Department Winter Concert. You might give an oral book report in English class. You might teach your Spanish Club a dance you learned in Mexico.

The main purpose of a speech to inform is to share information. When you speak to inform, you need to remember certain principles about sharing information.

## Principles for Informing

1. *People who feel a "need to know" receive information more easily.* When your teacher tells you what to study for an important test, you listen closely. Your audience, too, will listen closely if it has a need to know. Thus, one of your first duties as an informative speaker is to analyze your listeners' needs and to create a need to know.

2. *Connected information is more easily received than unconnected information.* **Connected information** is new information that is related to information an audience already knows. If your teacher speaks to your class about persuasion, you may simply tune out. On the other hand, if your teacher connects that information to television advertisements and explains how you are personally affected by persuasion in advertisements, you will become more interested in the information. The competent speaker uses information that connects to what the listeners already know.

3. *Well-organized information is more easily understood.* If you are describing a process, for example, you must start at the beginning and discuss each step in sequence until you reach the end of the process. If you skip around instead of presenting the steps in order, your audience will become confused and may not understand you. Process, time, space, and topic order are organizational patterns that work well in informative speeches.

4. *Repeated information is more easily understood and remembered.* Choose two or three or the most important ideas in your speech and use repetition to emphasize those points. But be careful not to overuse repetition. Too much repetition in a speech can become as tiresome as too many reruns of the same television show.

5. *Information tied to feelings is more easily remembered.* Think about the past week. What event stands out in your memory? Was it when you tripped and fell and were embarrassed because you felt half the school was watching you? Perhaps it was a difficult exam. No doubt it was an event that involved your feelings. When giving an informative speech, use memorable examples, illustrations, and stories to help your audience remember your main ideas.

6. *Too much information reduces understanding.* Cover only a few main points in a speech. When your teacher lectures and covers too much material you will probably remember very little because of information overload! Information overload should be avoided in all types of speaking, because most people can understand and remember only five to nine pieces of information at one time.

## DEMONSTRATION SPEECH

1. Purpose: "Show Them How To Do It"

2. Visual Aids: Real Objects

3. Sample Topics: How to:
   - bake a cake
   - load a camera
   - groom a dog
   - knit or crochet
   - mount stamps
   - apply a tourniquet
   - tie a necktie
   - string a tennis racket
   - apply make-up
   - use a tape recorder

## SPEECH TO ENTERTAIN

1. Purpose: To gain and keep the audience's attention primarily through humor.

2. After-dinner: Given after formal dinners
   light entertainment
   relaxing, witty, humorous, informal
   e.g. - athletic banquet

3. Celebrity roasts: designed to produce laughter and pass time pleasantly;
   famous people are "roasted " remarks are made in fun
   light, happy speeches.

4. Other forms: Travelogue
   Presentation of pictures
   Attended for recreation and pleasure

## MANUSCRIPT SPEECH

1. Purpose: To write out every work of the speech to guarantee that nothing will be forgotten.

2. Speakers:
   Public figures
   Business leaders
   Politicians

3. Provides: A record of everything that is said consistency in public statements a supply of comments to the news media

   Carefully selected language

   Precise time limits

4. Special problem: Writing a speech that sounds natural

5. Special Plus: Appealing format for beginning speakers

6. Occasions:
   Honor
   Academic events
   Political events

## EXTEMPORANEOUS SPEECH

1. Purpose: To prepare and to study; to be prepared to speak but have not prepared a specific speech to present.

2. Occasion: Speaker has resp. and is expected to make a contribution if necessary.

3. Special Prep: Involved
   Example: If you are a part of a group that is proposing a new course for the school, you would prepare for the possibility of presenting facts, such as the number of students interested in the course and the possible cost to the school.

## IMPROMPTU SPEECH

1. Purpose: To speak with no special preparation; "on the spur of the moment"

2. Occasion: Inform and spontaneous situations (committee meetings, social events) most frequently used method of human communication

3. Special Preparation: None
   Past education and experiences (plus a slight knowledge of organizing messages)

## PERSUASIVE SPEECH

1. Purpose: To secure acceptance of a solution to a problem

2. Special Devices:
   - Facts
   - Opinions
   - Statistics

3. Specific Procedures:

   A. Get attention: strong opening

   B. Show nature of problem: extent (examples, stats., expert opinions)

      causes

      Effects (examples, facts)
      Existence of problem (vivid description of bad conditions)

   C. Presentation of solution:

      clear statement of procedure and methods to be used

      make clear: cost, time, number of people needed
      show similar solutions and how they worked

   D. Visualization of solution

      Show how solution will: eliminate

      - the cause
      - reduce or eliminate symptoms
      - help people
      - result in advantages
      - reduce costs
      - increase efficiency

   E. Audience appeal: Ask audience to help in the adoption and development of proposed solution.
      Challenge the audience
      Provide summary of important parts
      Indicate intention of doing some action.

## BIBLIOGRAPHY OF SPEECH TEXTBOOKS


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*Getting Started in Public Speaking*. Lincolnwood, Illinois: National Textbook Co., 1988.

*Wilma,*

*I know this probably goes without saying, but do you realize that we could not have done the amount of daytime speaking engagements we did if it had not been for you? Do you realize that even the speakers were eager to go to the next speaking engagement just to hear your wonderful "words of wisdom"? We loved everything you had to say! You are such a marvelous lady, and I am so thankful you touched my life. Thank you for your love and support and your constant inspiration to others. You are special!*

*Barb*

Wilma Kauffman

I have never heard anyone say that they have no more to learn, or that they do not want to learn anything more. Most people want to gain more knowledge in some area. All of my years in elementary school I loved school, and was very disappointed when as a teenager I was not able to go to high school. I not only enjoyed studying and learning, but soon realized how important and broadening education was. I had decided that some day I would get my high school diploma. Years passed, and low self-esteem and fear of failure were factors in my not doing anything about it. I did take several courses that offered college credit, but I could not get credit because I had not gotten my GED. In January 1988 I saw another notice about Adult Education classes and I said to my husband, "This time I am going to call that telephone number and find out what I must do to get my GED." He decided to try to get his also. That was the beginning of a great experience for me. Going to classes was more exciting than I had expected, and though I had to work hard to get my homework finished on time it was worth it all. The help and encouragement I received were very important factors in my progress...The thrill of receiving my GED is hard to explain. After accomplishing that I felt confident of trying other new things and setting some new goals...There are so many interesting subjects to study. The more I learn, the more I realize just how much there is to learn...Please do not miss the opportunity to help someone. If you can remember when someone has given a lift to your self-confidence pass it on to someone else. There is so much to learn about, so many interesting things. You can go beyond the place you are. I use many things that I learned in class and they help me to understand and learn more in my experiences and contacts in daily life. You, too, can experience an important change in your life.

*Marj,*

*Success...is the perfect word for you! Through your efforts, you have turned your steps into strides. Sincere congratulations for all your honors. Many thanks for sharing a part of your life with our audiences everywhere. You are truly a first-class lady.*

*Barb*

Marjorie Aguilar

Success stories...Stories about people who were having difficult times and through taking initiative, these people were able to overcome barriers...I would like to share my story with you and inform you about the many opportunities that exist at the TIU Adult Education Center. My hopes are that through sharing my story I might motivate others to take steps toward reaching their highest potential - steps that turn into strides...Through all these programs [GED, Job Search, Re-Entry] I discovered I did have potential and that it was possible to find the way to continue my education. I received my GED, and I will have an associate degree from Central Penn Business School this April...I do give myself credit for taking the initiative but I will always look back to how wide open the door is at the Adult Center...The biggest step is the initiative step. From there, there is support, friendship, and the beginning of a brighter future.

*To Our Speakers...*

When Barb Goss first presented her Speakers' Bureau idea to me I must admit that I had some doubts. I never doubted that there was a need to educate the community about our Adult Center programs and I never doubted that Barb would be a great speech instructor.

I had two big doubts: first, I doubted that we could find enough alumni who would want to participate and second, I doubted if we could get many speaking engagements in the community. Boy, was I wrong on both accounts. We had more requests for speakers than we could handle and our speakers performed well beyond all my expectations.

I've been so very impressed by all our speakers this year. The amount of dedication and professionalism they have shown has been just great! Because of all the hard work and time our speakers have contributed we have more and more participants coming to the Adult Center all the time.

The audiences have been moved by our speakers' sincerity and real life success stories. I have been too.

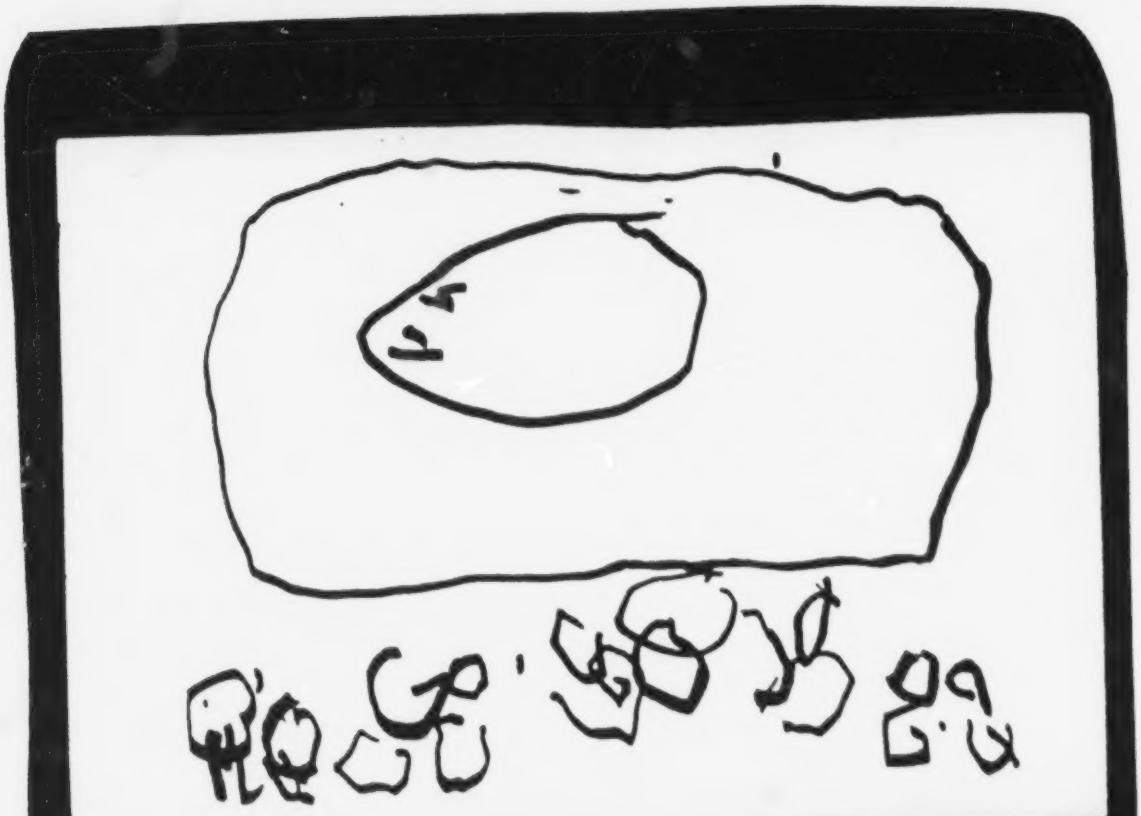
Like any job, there are times when I'm discouraged and overwhelmed. But when I get the opportunity to hear our speakers I get re-energized and I remember why we all work so hard to keep our programs going.

Thank you, speakers, for the fine job you have done for us this year!

*Carol Molek*

# SPEAKER'S BUREAU

# THANK YOU DINNER



Head Start R.7 W. Third St.

S.U.M. Child Development, Inc. Lewis.
S. 11TH & GREEN STS., P.O. BOX 296
MIFFLINBURG, PA. 17844
(717) 966-2845

DRAWINGS BY 3 TO 5 YEAR OLD CHILDREN.

Dear Earl,

In appreciation of you & your speakers, I would like to thank you for doing such a swell job.

I enjoyed it as well as did my Head Start Parents. I do believe it sure sparks of Education awareness.

I anticipate & am excited of a future graduation Awards Ceremony including some Head Start Parents.

Sincerely,
Arla J. Peters
Mifflin Co.
Head Start
Family Worker

25 USA

Adult Ed. Center
Juniata-Mifflin Area
Vo-Tech School
Rt. 35 & Belle Vernon Ave.
Lewistown, Pa. 17044

c/o Earl Goss

ABE
SPEAKERS' BUREAU
EVALUATION

Your Name:_____

Group:_____

Speakers' Bureau Date:_____

| Please rate: | Excellent (5) | Very Good (4) | Good (3) | Fair (2) | Poor (1) |
|---|---|---|---|---|---|
| 1) Length of presentation | | | | | |
| 2) Appropriateness of content of speeches | | | | | |
| 3) Speakers' appearances | | | | | |
| 4) Speakers' voices (Could you hear and understand well?) | | | | | |
| 5) Speakers' responsiveness to audience | | | | | |

6) What improvements would you suggest for our speakers or for the presentations?

7) Any other comments you'd like to contribute.

| Please rate: | Excellent (5) | Very Good (4) | Good (3) | Fair (2) | Poor (1) |
|---|---|---|---|---|---|
| 1) Length of presentation | 5 | 3 | 3 | | |
| 2) Appropriateness of content of speeches | 7 | 4 | | | |
| 3) Speakers' appearances | 6 | 5 | | | |
| 4) Speakers' voices (Could you hear and understand well?) | 4 | 7 | | | |
| 5) Speakers' responsiveness to audience | 5 | 5 | 1 | | |

6) What improvements would you suggest for our speakers or for the presentations?

# ADULT EDUCATION
# TUSCARORA INTERMEDIATE UNIT
# CENTER

JUNIATA-MIFFLIN AREA VOCATIONAL TECHNICAL SCHOOL
PITT STREET and BELLE VERNON AVENUE
LEWISTOWN, PENNSYLVANIA 17044

717-248-4942

WIC PARENT EDUCATION

SCHEDULE OF SPEAKERS

ADULT EDUCATION CENTER SPEAKERS' BUREAU

Monday, March 27, 1989

| | |
|---|---|
| 9:00 | Carol Blewett, Marjorie Aguilar |
| 10:00 | Carol Blewett, Marjorie Aguilar |
| 11:00 | Carol Blewett, Marjorie Aguilar |
| 1:30 | Carol Blewett, Marjorie Aguilar |
| 2:30 | Nancy Middaugh, Atha Workinger |
| 3:30 | Nancy Middaugh, Dorothy Bubb |
| 4:30 | Nancy Middaugh, Dorothy Bubb |
| 5:00 | Nancy Middaugh, Dorothy Bubb |

AEC Staff member will be with speakers at 9:00, 1:30, 3:30, 4:30, 5:00

Monday, April 3, 1989

| | |
|---|---|
| 9:00 | Wilma Kauffman, Dorothy Bubb |
| 10:00 | Wilma Kauffman, Dorothy Bubb |
| 11:00 | Wilma Kauffman, Atha Workinger |
| 1:30 | Wilma Kauffman, Marie Grose |
| 2:30 | Wilma Kauffman, Marie Grose |
| 3:30 | Wilma Kauffman, Carol Blewett |
| 4:30 | Wilma Kauffman, Carol Blewett |
| 5:00 | Wilma Kauffman, Carol Blewett |

AEC Staff member will be with speakers at 9:00, 1:30, 3:30, 4:30, 5:00

① WIC ② GED Alumni Assoc. ③ Head Start

Dorothy Bubb ① DAR

Are you in a rut and trying to find out who you really are? Do you have low self-esteem.

Well, I did too. That is why I decided to take Re-Entry and Job Search. I already had my diploma, so this seemed like the right move to make.

I was going through a very bad marriage that left me emotionally drained.

I found myself having to raise my children on my own. I never had much job experience, saying to myself, I'm only a homemaker.

Did you ever feel that way? Well, then Re-Entry is for you.

It will show you how valuable your homemaker skills are and how to apply these skills to find the perfect job for you.

In Re-Entry you develop self-awareness, and confidence in yourself.

Kathy Magill counsels you on showing assertiveness, coping with stress, setting goals, making decisions,managing your time, and communicating. But most important of all she becomes your friend.

In Re-Entry you are given tests which show where your interests lie.

There also are guest speakers talking to you about career opportunities, and how to dress and talk at interviews.

Re-Entry is more than a program-it is like an extension of your family.

Everybody has similar problems and understands how you feel.

Even after the program is over you know you can call anyone from the group and they will be there for you.

Another program which I was very fortunate to be in was Job Search.

It is a four week program which is designed to help people find jobs. 85% of all job openings are unadvertised and are in what we call the hidden job market.

Job Search will train you to find these jobs, to meet the right people, and make new friends, who might have leads to find the job you have always been searching for.

After about a year, a friend told me about the Re-Entry and Job Search programs which she successfully had taken.

As I said before I had very low self-esteem and I always thought that I wasn't very smart, was middle age, and was too old to take classes. I found out that you are never too old to learn new things.

We were discussing in group at Day Treatment who was going to be next to take classes at the Adult Education Center.

Everybody knew I really wanted to take classes but was scared and needed a little push. With their encouragement and that little push, I took the classes and did very well. And to

this day I am very grateful to Day Treatment for having faith in my abilities.

So if you are lost and don't know where to turn and think life is passing you by don't give up, go to the Adult Education Center and take Re-Entry and Job Search.

Taking these two courses helped to build up my self-esteem and made me realize that it is never too late for anybody to start over and that you can do anything if you put your mind to it.

After I finished Re-Entry and Job Search I decided that I would like to take classes at Penn State.

With a lot of help from Kathy Magill, teachers like Barb, and all the staff at the Adult Education Center I passed with very good grades and have a certificate as a Child Care Specialist.

I would be the first to admit that it's not easy taking classes during the day,coming home and taking care of your children, and staying up till 1 or 2 o'clock in the morning doing homework. But it sure is worth all the hard work!

Don't let all the hard work discourage you, take it at your own pace.

In the future I plan to work as an assistant teacher at Head Start, Day Care, or any other position involving children or adults.

Right now I am a waitress, and am currently in a new program call SPOC which is taught by Penny.

Penny is new at the Center, but she blends very well into the staff, and like Barb said in our Speaker's class it seems like she has been there for a long time.

Penny is a very nice, sincere person. It's more than a job, she really cares and wants to be your friend.

The program is sponsored by the Assistance, JTPA and Job Service Offices.

The program has a wide range of classes to take. Budget management, finding better employment and helping you study to get your driver's license are just a few of the classes available. I am taking the driver's course and now there is a class just suited for you. This program I know will be a great asset to the Adult Education Center.

Some day I know I will get the job I want. I will never give up. Who knows some day I may even go back to further my education to work with emotionally disturbed children or handicapped children or adults.

So all I want to say to you is never give up.

Don't let anybody tell you that you can't do it. You can and I am proof that it can be done. I was told different times that I wouldn't make it, but there were more people out there saying you can do it.

If you want your GED or want back in the business world or want further schooling, go to the Adult Education Center.

The people are great and are there to help you. They will also find the right classes for you. If you need extra help they will give you a tutor.

I never thought I would be speaking to you.
Please remember never give up on your dreams or goals.
They can come true, just look at me.

① Bill Clark Assoc. ② Human Resource Council ③ Job Service Office

COPY

DOROTHY BUBB - SPEECH

Are you wondering how you can help your clients more who are desparately in need of your services and friendship? Do you know people who are searching without much success in trying to find out how to fit in the community?

Well I was one of these people searching, trying to find out where I would fit in. I was going through a very bad marriage that left me emotionally drained. I found myself having to raise my children on my own. I had very low self-esteem and never thought I was good enough to hold down a job. I was told constantly that I wouldn't last more than five minutes at a job.

Have any of your clients ever felt this way? Well, then RE-ENTRY is for them. It will show them how to put every day skills to work, skills that they never thought amounted to much, to get the job they always wanted.

In RE-ENTRY self-awareness and self-confidence are developed. Kathy Magill counsels her students on showing assertiveness, coping with stress, setting goals, making decisions, managing their time, and communicating. But most important of all she becomes a friend. Guest speakers come in to talk to students about their career ambitions and the proper way to dress and talk at interviews. RE-ENTRY is more than a program - it is like an extension of the family. Everybody shares similar problems and understands how each other feels. So if one of your clients or someone that you know fits this description then RE-ENTRY is recommended.

Another program which I would recommend highly to your clients is Job Search. It is a four week program which is designed to help

people find jobs. 85% of all job openings are unadvertised and are in what we call the hidden job market. So if one of your clients is searching for that special job, then Job Search will train them to meet the right people, make new friends, that will be a great asset in getting the job.

Remember I had low self-esteem and thought that I wasn't very smart, was middle-age, and was too old to take classes. If any of these descriptions fit you clients you should remember that anybody can learn new things. So if you have a discouraged client, or you personally know someone who thinks life is passing them by point them in the direction of the Adult Education Center and encourage them to take RE-ENTRY and Job Search.

So remember taking these two courses will help to build up your clients' self-esteem and it will make them realize as it did me that it is never to late for anybody to start over, no matter how bad it looks at the time. It's possible to do anything if you want it bad enough.

Did any of your clients ever wish that they could go to college? Did they ever day dream about college? Well, that dream could become a reality.

After I finished RE-ENTRY and Job Search I took classes at Penn State. With a lot of help from Kathy Magill, teachers like Barb Goss and all the staff at the Adult Education Center I passed with very good grades and have a Certificate as a Child Care Specialist.

Your clients probably will feel overwhelmed at taking classes during the day and studying late at night. But your clients will need that extra encouragement from you in order to succeed.

Yes, it is hard but not impossible. I did it and had two children to take care of and I stayed up to 1 or 2 o'clock doing homework. At the time you are doing it, it seems so nerve racking but after it's all over you are so proud of yourself and then that is when you realize that you really are smart and that nothing is going to stop you now - until all your dreams come true.

A new program at the Adult Education Center which I am currently enrolled in is SPOC which is taught by Penny Willard, counselor. Penny is a very nice, sincere person and takes her job seriously. She becomes your friend and never gives up until you reach your goal.

The program is sponsored by the Assistance, JTPA and Job Services Offices. The program has a wide range of classes to take. Budget Management, finding better employment, and a class to get your driver's license which I am currently in. This program will be a great asset to the Adult Education Center.

So I want to remind you to encourage your clients that no matter how people try to discourage them, remember it can be done - just keep trying.

If your clients want their GED or want back in the business world or further schooling go to the Adult Education Center. The people are great and are there to help your clients to find the right classes.

So please encourage your clients to give the Adult Education Center a chance to show them how they too can have their dreams come true.

I still have dreams to come true. Some day I hope to pursue a career working with handicapped children and adults. I might even decide to further my education in this field.

Please encourage your clients to seek help. The Adult Education Center will point them in the right direction. And with your help their dreams and goals can become a reality.

Dorothy Bubb

Literacy Presentation Juniata Co. Literacy program

"Did you ever think how lucky you are just to be able to sit down and read a book to your child and explain what you had read or go to the supermarket and pick up a can of food and read what ingredients it contained without having someone read it to you? These things seem simple to do but if you're a person who has a literacy problem, these things and others, like reading a prescription, could be a problem.

I was one of these people. I could read but not very well. Even when I was a small child I had very low self-esteem. I was very shy and backward and sat back and watched all the other children having fun, just wishing that I could say the simple words, "I would like to play, too."

I would get excited and stutter and pronounce a lot of words wrong. I also was a very slow learner on sounding out words. I would memorize the words. The other children laughed at me and this made matters even worse.

Children and adults can be so cruel even if they don't intend to be. I had to repeat first grade and my years at elementary school were disastrous. Not even my family knew how rough it was for me at school. I got more and more depressed as the days went by, and I started to think that I was dumb, and pretended I was sick so I wouldn't have to go to school — but of course my mom made me go anyway.

When I started high school I had two close friends who didn't care if I talked different, or had trouble reading.

At first I was put in the B section class. I kept up pretty well with my school work, but I stil couldn't pronounce words well and I was a very slow reader and had trouble remembering what I had read.

Of course you can guess this was very frustrating. The other students laughed at me and said, "How stupid can one person be?" This made me feel very inferior. When I was in eighth grade the teacher put me in a remedial reading group. At first I was embarrassed and all I could think about was how the students laughed, and how they would make me say words that they knew I couldn't say. They made me feel very ashamed and I even became more of a wall flower than before.

In the reading group they taught me things that I never learned in grade school such as sounding out the words, talking slower, and pausing at the right places. They taught me how to think about what I was reading. In time I started reading faster, and I could remember what I read.

I still had problems pronouncing some words, but I wasn't embarrassed as much any more. I still was backward and kept to myself, but my grades got better. I was ecstatic with all the new things I had learned.

As time passed I was tested and put in the A section. I wasn't emotionally ready to be in class with students who were going to college. They thought they were the smartest students in the world. They couldn't understand why I was put in their class.

They put me down and I started to resent all of them.

Of course this knocked down any faith that I had in myself and my esteem that I had started to build up. I was back down to where I started and thought I was stupid. I kept to myself and wasn't even close to my two best friends because they were in lower classes than me. They thought that I was better than they, but of course this wasn't true. I just decided I didn't need anybody.

I read a lot of books about different subjects, but I was interested a lot in how to make myself look more attractive which I was never taught.

This is when my life really started to change.

When the other students put me down I started talking back. I was no longer intimidated by any of them.

To my amazement they started talking to me and made me feel really good about myself once again.

I had friends again and realized that I was as smart as they were. In fact I won an outstanding award in the business course over all the other business students in the state.

I know now that I owe this success to the remedial reading classes. Not everybody is as lucky as I was to get a chance to better myself.

There are a lot of people out there who can't read or if they can it is limited to a small vocabulary.

So if you know someone who can't read please reach out to them. Or if you are that person don't let the embarrassment or anyone's stupidity put you down.

Ask about literacy programs that are offered in your area.

It can turn your whole life around like it did mine.

These classes benefited me by giving me high self-esteem and gave me encouragement to try new things.

This is when I got involved at the Adult Education Center. I took Re-Entry and Job Search.

They gave me different tests which showed that I was an intelligent person; I could breeze right through reading the tests.

I decided I wanted to go to Penn State and take classes as a Child Care Specialist.

I did very well and I know I owe my success to the remedial reading classes because everybody knows you can't go to college if you can't read.

So if you are lost and don't know where to turn and think life is passing you by, PLEASE don't give up on your dreams and goals - just because you may have a problem in learning to read, remember it can be a problem even to the best of us.

But I didn't let it stop me and don't let it stop you either.

And remember don't let anybody discourage you, take a chance - learn to read.

Never give up. Don't let anybody tell you that you can't do it. You can! And I am proof that it can be done. There will be people out there who may try to discourage you and laugh

at you, but remember these people have a serious problem, not you.

And, remember you can do anything if you put your mind to it.

Are you ready to take a big step in your life? Then look into the literacy programs offered in our area.

I did it and my life is changing. Every day new doors are being opened, things that I never thought could happen to me.

(1) GED Alumni Assoc.
(2) - Head Start
(3) DAR

Wilma Kauffman

I have never heard anyone say that they have no more to learn, or that they do not want to learn anything more. Most people want to gain more knowledge in some area.

An adult in today's world who does not have a high school diploma is going to be handicapped in dealing with the public workplace.

All of my years in elementary school I loved school, and was very disappointed when as a teenager I was not able to go to high school.

I not only enjoyed studying and learning, but soon realized how important and broadening education was. I had decided that some day I would get my high school diploma.

Years passed, and low self-esteem and fear of failure were factors in my not doing anything about it. I did take several courses that offered college credit, but I could not get credit because I had not gotten my GED.

In January 1988 I saw another notice about Adult Education classes and I said to my husband, "This time I am going to call that telephone number and find out what I must do to get my GED." He decided to try to get his also.

I called the Center and talked to Kathy Magill. She was very encouraging and set up an appointment for the two of us.

That was the beginning of a great experience for me. Going to classes was more exciting than I had expected, and though I had to work hard to get my homework finished on time it was

worth it all. The help and encouragement I received from my case counselor, Kathy Magill, and teacher, Barb Goss, were very important factors in my progress.

My husband did not take classes as long as I did. He had taken the pre-test and felt prepared for all subjects except algebra and geometry, so he had a tutor for algebra and geometry. I also took extra work with the tutor, Betsy Long. This was very helpful. Kathy and the other staff members at the Adult Education Center will make every effort to meet your needs and schedule.

The thrill of receiving my GED is hard to explain. After accomplishing that I felt confident of trying other new things and setting some new goals.

My next project is learning to type. At this time my responsibilities do not permit going to college but I want to do some of that in the future.

There are so many interesting subjects to study. The more I learn, the more I realize just how much there is to learn. Many times we need help in knowing how to <u>study</u> the things we really want to learn. This is the purpose of education.

As you learn of others who do not have their high school diplomas, who need help with a particular subject to be eligible for a job, or a job promotion, those who do not know how to search for a job, or someone who would like to get more education, you can be of help by recommending the Adult Education Center! Please do not miss the opportunity to help someone. If you can

remember when someone has given a lift to your self-confidence, pass it on to someone else.

There is so much to learn about, so many interesting things. You can go beyond the place you are.

I use many things that I learned in class and they help me to understand and learn more in my experiences and contacts in daily life. You, too, can experience an important change in your life.

Carol Blewett

(1) GED Alumni Assoc.
(2) Graduation
(3) Head Start

You are probably wondering what the Adult Center staff could do for you. Let me tell you what they did for me. I had been out of school for 16 years and thought I could never pass the test to get my GED. My sister and brother had taken their test and kept telling me I could pass mine. I wouldn't believe them and put off trying for a year and a half. Finally my sister talked me into calling the Adult Center and I talked with Carol Molek. When I made that call, it changed my life. Jack and Betsy showed me that I could get my GED with help from their classes. When I passed the test, I was so thrilled and felt more confident about myself. I had always worked in factories until I had my son but knew that I wanted something better. I was babysitting in my home with preschool children and decided I would like to work with children full time. I then applied at Head Start for a job and was accepted as an assistant teacher. One day after starting to work for Head Start, Margaret Moyer, the education coordinator offered me a chance to attend Penn State classes in early childhood education. When I started the courses my instructor told me that my writing was bad. I called the Adult Center and Carol Molek suggested that I sit in with Barb's evening English class. Barb helped me learn how to write better, using grammar and sentence structure. My writing skills have improved tremendously since then. I feel more confident about the writing I do in my job and for my Penn State classes.

Because of the help and support I received from the staff at the Adult Center and Head Start, I started to change what I thought of myself. I no longer looked on myself as being stupid. With this new outlook other people's perception of me changed. I was looked on with respect and people asked me for my opinion and advice. I have also become a better mother to my son. I have more patience with him, and can understand his growth and development better.

The changes I have told you about I could not have done alone. I needed help! Without the help from the staff at the Adult Center, my family and my co-workers, I would not be getting my credential for preschool teacher. I know that if I have a need for help with my education, I can go to the Adult Center and find the help. If the Adult Center could change my life, it can change yours!

Carol Blewett

(1) GED Alumni Assoc.
(2) Graduation
(3) Head Start

You are probably wondering what the Adult Center staff could do for you. Let me tell you what they did for me. I had been out of school for 16 years and thought I could never pass the test to get my GED. My sister and brother had taken their test and kept telling me I could pass mine. I wouldn't believe them and put off trying for a year and a half. Finally my sister talked me into calling the Adult Center and I talked with Carol Molek. When I made that call, it changed my life. Jack and Betsy showed me that I could get my GED with help from their classes. When I passed the test, I was so thrilled and felt more confident about myself. I had always worked in factories until I had my son but knew that I wanted something better. I was babysitting in my home with preschool children and decided I would like to work with children full time. I then applied at Head Start for a job and was accepted as an assistant teacher. One day after starting to work for Head Start, Margaret Moyer, the education coordinator offered me a chance to attend Penn State classes in early childhood education. When I started the courses my instructor told me that my writing was bad. I called the Adult Center and Carol Molek suggested that I sit in with Barb's evening English class. Barb helped me learn how to write better, using grammar and sentence structure. My writing skills have improved tremendously since then. I feel more confident about the writing I do in my job and for my Penn State classes.

Because of the help and support I received from the staff at the Adult Center and Head Start, I started to change what I thought of myself. I no longer looked on myself as being stupid. With this new outlook other people's perception of me changed. I was looked on with respect and people asked me for my opinion and advice. I have also become a better mother to my son. I have more patience with him, and can understand his growth and development better.

The changes I have told you about I could not have done alone. I needed help! Without the help from the staff at the Adult Center, my family and my co-workers, I would not be getting my credential for preschool teacher. I know that if I have a need for help with my education, I can go to the Adult Center and find the help. If the Adult Center could change my life, it can change yours!

Teresa Smith

(1) YED Alumni Assoc.
(2) Head Start
(3) DAR

I have some questions for you to answer to yourself. Are you shy and afraid to speak out? Have you ever wanted to change your life? Do you want to learn more about yourself? If the answers are yes, well, I am here to let you know you can do something about all of this.

I was very shy and I had no idea what the outside world had to offer me except being a homemaker.

I never heard about the T.I.U. Adult Education Center until one day I got a letter from Kathy Magill, the counselor at the Center. Kathy was setting up another class. The classes she teaches are Job Search and Re-Entry. I was so interested in the classes, I even came in a week early. Job Search was very helpful to me a lot of ways. I found a lot of skills I did not know I had. This class will help you to get a job. It helps you to fill out applications and to write resumes. Plus it will help you to find your skills and then find job titles that suit your skills. It is also helpful to a parent alone with children and trying to make it on her or his own. It is also helpful even if you have a job and want to get a better job.

Re-Entry was very helpful to me because it gave me a totally new outlook on life. It teaches you about self-confidence and self-esteem. It helps you to look your best for interviews and every day use. The class helps you to feel good about yourself. Kathy Magill is a good teacher and a friend through the classes. Everyone at the Center makes you feel at home.

Before I finished Re-Entry Atha Workinger, the secretary, talked to me about getting involved with the new GED classes, so I was feeling good about myself and I said "Why not!" The GED classes helped me a lot because I did not finish school. And now that I was looking for a job, I needed more education. The classes helped me to brush up on what I had in school, plus I furthered my education. Barb Goss teaches you social studies, science and writing. She is a good teacher for these classes. Mae Brockett is a good math teacher. She helps you to understand math.

When I finished GED classes I had a big surprise-I became the Adult Student of the Year. It is a great honor. I will be meeting a lot of important people and I will get a chance to go to different places.

Life is worth living now because I have learned so much from these classes. I'm so thrilled I had a chance to go through these classes. I'm ready for anything that comes my way. I'm so excited about these classes I can just go on and on about how they have helped me.

If you wish to change your life in any way, please get in contact with the T.I.U. Adult Education Center. If I can do it you surely can do it, too! If you need encouragement, just look me up!

Job Service Office

TERESA SMITH - SPEECH

I have some questions for you. Are your clients shy and afraid to speak out? Have your clients ever talked about wanting to change their lives? Do your clients want to learn more about themselves? Have you ever taken the time to talk to your clients about their feelings or how they feel about themselves? If the answers are yes, well., I am here to let you know you can help your clients to do something about this.

I was very shy and I had no idea what the outside world had to offer me except for being a homemaker. I never heard about the T.I.U. Adult Education Center until one day I got a letter from Kathy Magill, the counselor at the Center. Kathy was setting up another class. The classes she teaches are Job Search and Re-Entry. I was so eager to find out what it was about that I came in a week early. Job Search was very helpful to me a lot of ways. I found skills I did not know I had. This class will help your clients get a job. It will teach your clients to fill out applications and to write resumes. It will help them to find skills and then find job titles that will fit their skills. It is also helpful to a parent alone with children and trying to make it on her or his own. It is also helpful even if he or she has a job or wants to get a better job.

Re-Entry was very helpful to me because it gave me a totally new outlook on life. It will teach your clients about self-confidence and self-esteem. It will help your clients to look their best for interviews and every day use. The class will

help them to feel good about themselves. Kathy Magill is a good teacher and a friend through the classes. Everyone at the Center will help them to feel at home.

Before I finished Re-Entry, Atha Workinger, the secretary at the Adult Center, talked to me about getting involved with the new GED classes. So I was feeling good about myself; I said, "Why not." The GED classes helped me a lot because I did not finish school and at the time, I was looking for a job. I needed more education. The classes helped me to brush up on what I had in school, plus I furthered my education. The GED classes will help your clients who did not finish school to further their education. And if they already have their diploma, they can still go to the classes to refresh what they have previously learned. I had Barb Goss for the Social Studies, Science, and Writting. She is a good teacher for the classes. Mae Brockett is a good math teacher. She will help your clients to understand math.

When I finished GED classes, I had a big surprise. I became the Adult Center Student of the Year. It was a great honor. And just maybe one of your clients could be the next Adult Center Student of the Year.

Life is worth living now because I learned so much from these classes. I'm so thrilled I had a chance to go through these classes. I'm so excited about these classes I can just go on and on about how they have helped me. I'm ready for anything that comes my way.

If I can change my life, your clients can surely change their lives so please talk to your clients and tell them about the T.I.U. Adult Education Center. Let them know there are people who care and want to help them get started in the classes they might need. You could help to make a real difference in someone's life!

# Project Correspondence

Tuscarora Intermediate Unit
# Adult Education and Job Training Center

CAROL MOLEK
*Adult Education Co-ordinator*

ADELE T. CRAIG
*JTPA Director*

September 23, 1991

Martha Frank
Div. of Adult Basic & Lit. Ed. Programs
Bur. of Vocational & Adult Education
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Dear Martha,

The Adult Education and Job Training Center is offering Speakers' Bureau in-service workshops as part of a 353 project titled "Speakers' Bureaus: Boosting ABE". The original Speakers' Bureau was a 353 project funded in '88-'89. The purpose of the Speakers' Bureau was to provide community awareness of the programs at our Adult Center and to provide a means of recruitment for those programs. The Speakers' Bureau was not only an outstanding local success but it also gained state and national recognition.

During the in-service workshops, we plan to disseminate the following information: how and why the Speakers' Bureau was originally developed; presentation and discussion of the curriculum that was developed and used for the public speaking training; participants from our Speakers' Bureau will present examples of their speeches and will share information about their experiences in the Speakers' Bureau; excerpts from several video tapes will be shown to demonstrate special speaking engagements. In addition, we will look closely at speech adaptations, our speaking engagements in detail, the "thank you" dinner, and the final report. It is our goal to equip the adult educators who participate in these workshops with enough materials and information to set up their own speakers' bureaus at their own educational sites.

One of the objectives of this project is to offer Speakers' Bureaus in-service workshops to PDE regional advisors as part of your in-service projects for '91-'92. We sincerely hope that you will consider scheduling a workshop with us. These workshops are very up-beat and present an enthusiastic, workable method for ABE/GED recruitment. Contact person for scheduling a workshop is Barb Goss at 717-248-4942. Please feel free to call at your earliest convenience.

Sincerely,

Barbara A. Goss

Barbara A. Goss
Project Presenter

BAG:mkt



Juniata-Mifflin Vo-Tech School (717) 248-4942 | 1020 BelleVernon Avenue (717) 242-1423 | Lewistown, PA 17044 (717) 248-8610 FAX

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Tuscarora Intermediate Unit

# Adult Education and Job Training Center

CAROL MOLEK
*Adult Education Co-ordinator*

ADELE T. CRAIG
*JTPA Director*

October 11, 1991

Ms. Martha Frank
Bureau of Adult Basic &
Literacy Education
Office of Postsecondary &
Higher Education
Department of Education
333 Market Street
Harrisourg, PA 17126-0333

Dear Martha:

Carol met with me last week concerning your phone conversation with her on proposed dates for the Speakers' Bureau ...ps. I am looking forward to working with you and to doing these workshops. I am confident that we can help the ABE/GED administrators and instructors who are under your jurisdiction sharpen their recruiting techniques to reach people who are in need of services.

Everything seems to be going extremely well with the scheduling of these workshops. There has been much enthusiasm expressed for this project, and it would appear that I will have a nice opportunity to see Pennsylvania from one end of the state to the other! I recently talked with Helen Hall, and I am doing a workshop for her November 8 in Uniontown. That is one of my most favorite parts of Pennsylvania, so it will be a pleasure to travel in that area again.

The tentative dates that you gave Carol are fine for me. I will look forward to final confirmation of those dates and any others you may have. Thank you, Martha, for your interest and your support in this project. I appreciate everything you have done to help.

With warmest regards,

Barbara Goss
Speakers' Bureau Project Presenter

BG:mkt



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Tuscarora Intermediate Unit
# Adult Education and Job Training Center

CAROL MOLEK
*Adult Education Co-ordinator*

ADELE T. CRAIG
*JTPA Director*

October 25, 1991

Ms. Kim Hawk
Fayette Community
Action Center
137 North Beeson Avenue
Uniontown, PA 15401

Dear Kim,

In trying to decide exactly what information I needed to send to you to advertise the Speakers' Bureau project, I finally settled on the letter that was sent to all the PDE advisors. Enclosed is the letter Helen Hall received, and the very one she read to you over the phone. I really believe the letter explains everything I will be doing, and I am certain that you can get the information you will need from it.

I am looking forward with much pleasure to meeting both you and Helen and having the opportunity to present this workshop. This project has been met with much enthusiasm, and I appreciate your interest. Since Uniontown is in one of my favorite parts of Pennsylvania, I expect this trip to be a pleasurable one.

Thanks, Kim, for everything you have done to help, and your support for this project is greatly appreciated. See you November 8th.

Very sincerely,

Barb

Barbara A. Goss
Speakers' Bureau Project Presenter

Enclosure

BAG/ba



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Tuscarora Intermediate Unit
Adult Education and Job Training Center

CAROL MOLEK
*Adult Education Co-ordinator*

ADELE T. CRAIG
*JTPA Director*

November 14, 1991

Helen Hall
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Dear Helen,

I do not know how to begin to thank you for helping me with my Speakers' Bureau project. I truly believe that the Uniontown Workshop got this entire project off to an incredible start! The evaluations were so positive, and the comments certainly assured me that this is a worthwhile project that could have a definite impact for many programs statewide. I felt so wonderful about the entire experience, and I appreciate all that you did to arrange the workshop. I also want you to know, Helen, that, more than anything else, I appreciated your being there for support. Your kindness to me and your enthusiasm toward my project gave me a great deal of confidence. Those persons who have any opportunity to work with you are indeed fortunate.

I would welcome the occasion to work with you again. If there is anything I can do to help you in the future, please do not hesitate to contact me. Thanks, again, Helen for your kindness and support.

With warmest regards,

Barb

Barbara Goss
Speakers' Bureau Project Presenter

BG:gs



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Tuscarora Intermediate Unit

# Adult Education and Job Training Center

CAROL MOLEK
*Adult Education Co-ordinator*

ADELE T. CRAIG
*JTPA Director*

November 21, 1991

Ms. Martha Frank
Bureau of Adult Basic &
Literacy Education
Office of Postsecondary &
Higher Education
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Dear Martha:

I just wanted to let you know how much I enjoyed being with you in Mar Lin last Wednesday night. It is always a pleasure for me to work with you. You are such a warm, congenial person, and I appreciate your kindness.

I was extremely pleased with the Speakers' Bureau workshop, and the evaluations were all very positive. Carol and I talked about students being present at the workshops and addressing comments specifically to them about their role in this endeavor. As you know, Martha, we really had not focused the intent of the presentation with students in mind, but thought it was an excellent idea when you mentioned it. Carol told me that she has spoken with Sherry Spencer, and Sherry informed her that students will be at the next workshop. So, I will be certain to direct as many remarks as are appropriate to the students who may be in attendance.

Thank you, Martha, for all your help with my Speakers' Bureau project. I appreciate the time that you've taken to arrange these workshops. I will look forward to seeing you on December 11 in Bradford County.

With warmest regards,

Barb

Barbara Goss
Speakers' Bureau Project Presenter

BG:mkt



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Tuscarora Intermediate Unit
# Adult Education and Job Training Center

CAROL MOLEK
*Adult Education Co-ordinator*

ADELE T. CRAIG
*JTPA Director*

January 15, 1992

Margaret Welliver
State College School District Community Education
411 South Fraser Street
State College, PA 16801

Dear Margaret,

Enclosed are materials referring to our 353 Project "Speakers' Bureau: Boosting ABE." Hopefully, this will provide you with adequate information to make a decision about scheduling a workshop. Basically, Margaret, what I have been doing during the course of a workshop is present material that thoroughly explains the Speakers' Bureau concept. I have put together a packet (which I have enclosed for you) that completely covers everything we did with the Speakers' Bureau from start to finish. Participants who attend the workshop will receive enough information in that packet to start a Speakers' Bureau at their own educational sites. The target audience for the workshop includes adult education administrators, instructors, and tutors, and you may also want to invite any students whom you feel would be interested in participating in the actual Speakers' Bureau.

The response to these workshops has been tremendous. We have already done three, and we are trying to each as many adult educators in the state as possible. We have already been to Uniontown (southwest), MarLin (southeast), and Towanda (northeast). We believe that our message is powerful and valuable and will be the perfect recruitment tool for any adult education program.

Thank you for your interest in our project. Once you have had the opportunity to read the enclosed materials, I hope that we will be able to agree on a workshop date. I look forward to talking with you soon.

Sincerely,

Barb Goss

Barb Goss
Speakers' Bureau Project Presenter

BG:gs



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Tuscarora Intermediate Unit

# Adult Education and Job Training Center

CAROL MOLEK
*Adult Education Co-ordinator*

ADELE T. CRAIG
*JTPA Director*

April 23, 1992

Edith A. Gordon
Develoment Center for Adults
Centre County Vo-Tech
Pleasant Gap, PA 16823

Dear Edie,

We are offering an end of the year workshop to get you inspired and enthusiastic for next year's recruitment. The workshop, Speakers' Bureaus: Boosting ABE, will be held at the Adult Education and Job Training Center, Lewistown, on Wednesday, May 13, 1992, from 6:30 p.m - 8:30 p.m. This workshop is the final workshop in a series of presentations we have given as part of our 353 Project Speakers' Bureaus: Boosting ABE.

The major purpose of this workshop is to offer to you recruitment techniques that will work effectively for all your programs but especially for ABE/GED. The techniques are easy but best of all, they have already been tried and proven to be effective. So, you will be getting recruitment information that we know works!

Enclosed is an outline of the Speakers' Workshop presentation. We plan to cover every aspect of the recruitment process using the speakers' bureau concept from organization to the actual speech training. You will also have the opportunity to see speech presentations via video tape from our speakers' bureau participants.

I will try to make a personal contact with you by the first of May. We hope to have a good attendance at this workshop and will look forward to having any of your staff participate. We know you will find the Speakers' Bureau Workshop one of quality with worthwhile information to help all of your programs.

Thank you for your time and interest.

Sincerely,

Barb

Barb Goss
Speakers' Bureau Project Presenter

BG:gs



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# Sample Evaluations

## *Speakers' Bureau: Boosting ABE*

### *Evaluation*

1. How effective was the speaker's presentation?

2. Was the presentation organized?

3. Was adequate time given for answering questions?

4. Was the length of the presentation adequate?

5. What ideas did you find particularly useful?

6. With the materials given, would you feel adequately prepared to begin a speakers' bureau at your own site?

7. How would you incorporate these ideas into your own program?

8. Do you feel that a speakers' bureau is a workable recruiting technique?

9. Would you like to attend a workshop at PAACE Mid-Winter Conference to share with others your successes using the speakers' bureau concept as a method for recruiting?

Additional Comments: _____

_____

_____

F

*Speakers' Bureau: Boosting ABE*

*Evaluation*

1. How effective was the speaker's presentation?
   Very effective presentation
2. Was the presentation organized?
   Very Well organized.
3. Was adequate time given for answering questions?
   Yes
4. Was the length of the presentation adequate?
   Yes
5. What ideas did you find particularly useful?
   All in general.
6. With the materials given, would you feel adequately prepared to begin a speakers' bureau at your own site?
   Yes
7. How would you incorporate these ideas into your own program?
   Adopt those parts that could apply to our situation
8. Do you feel that a speakers' bureau is a workable recruiting technique?
   Since we have been having problems recruiting students this appears to be a good approach.
9. Would you like to attend a workshop at PAACE Mid-Winter Conference to share with others your successes using the speakers' bureau concept as a method for recruiting?

Additional Comments: _____

_____

_____

F

*Speakers' Bureau: Boosting ABE*

*Evaluation*

1. How effective was the speaker's presentation? It was an excellent presentation.

2. Was the presentation organized? The presentation was well organized and presented with a lot of enthusiasm.

3. Was adequate time given for answering questions? yes.

4. Was the length of the presentation adequate? yes.

5. What ideas did you find particularly useful? All of the ideas were helpful.

6. With the materials given, would you feel adequately prepared to begin a speakers' bureau at your own site? yes.

7. How would you incorporate these ideas into your own program?

8. Do you feel that a speakers' bureau is a workable recruiting technique? yes.

9. Would you like to attend a workshop at PAACE Mid-Winter Conference to share with others your successes using the speakers' bureau concept as a method for recruiting? This is a good idea!

Additional Comments: Barbara Goss gave a wonderful presentation & had a lot of useful information to share with us.

F

*Speakers' Bureau: Boosting ABE*

*Evaluation*

1. How effective was the speaker's presentation?
The speaker, Barb Ross, was excellent
2. Was the presentation organized? Excellent organization and preparation
3. Was adequate time given for answering questions? Yes
4. Was the length of the presentation adequate? Most adequate - information packet was most helpful
5. What ideas did you find particularly useful?
6. With the materials given, would you feel adequately prepared to begin a speakers' bureau at your own site?
Not only had materials given, but also discussion of the same
7. How would you incorporate these ideas into your own program?
8. Do you feel that a speakers' bureau is a workable recruiting technique?
yes
9. Would you like to attend a workshop at PAACE Mid-Winter Conference to share with others your successes using the speakers' bureau concept as a method for recruiting?

Additional Comments: _____

_____

_____

m

*Speakers' Bureau: Boosting ABE*

*Evaluation*

1. How effective was the speaker's presentation? very effective in that it was thorough enough to make me feel equipped to attempt organizing a Bureau in Schuylkill County
2. Was the presentation organized? extremely well
3. Was adequate time given for answering questions? yes
4. Was the length of the presentation adequate? yes
5. What ideas did you find particularly useful? What groups were effective in recruitment of students and the very detailed outline of preparation of speaker.
6. With the materials given, would you feel adequately prepared to begin a speakers' bureau at your own site? yes
7. How would you incorporate these ideas into your own program? I would begin with our current Alumni members and the move onto current students.
8. Do you feel that a speakers' bureau is a workable recruiting technique? Yes.
9. Would you like to attend a workshop at PAACE Mid-Winter Conference to share with others your successes using the speakers' bureau concept as a method for recruiting? Yes but not this year as time is needed for development and evaluation of its success in this area.

Additional Comments: I fully enjoyed your presentation and I feel that your packet is an excellent starting point. In addition I found some materials useful in teaching writing skills to our students.


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M

*Speakers' Bureau: Boosting ABE*

*Evaluation*

1. How effective was the speaker's presentation? The speaker's presentation was very informative. It made you realize all the opportunities there are if you are willing to work for them.
2. Was the presentation organized? The presentation was very organized, after she finally arrived, she had gotten lost which was very easy to do. But it was very interesting and I'm glad I came.
3. Was adequate time given for answering questions? Yes there was plenty of time given for questions. But the presentation was so well done, there were few questions needed.
4. Was the length of the presentation adequate?
   Yes the length of the presentation was adequate.
5. What ideas did you find particularly useful?
   One idea was being able to go to them if anything help is needed.
   Being able to get up in front of people & speak to them.
6. With the materials given, would you feel adequately prepared to begin a speakers' bureau at your own site?
   No I don't think I could personally.
7. How would you incorporate these ideas into your own program?
8. Do you feel that a speakers' bureau is a workable recruiting technique? Yes
9. Would you like to attend a workshop at PAACE Mid-Winter Conference to share with others your successes using the speakers' bureau concept as a method for recruiting?

Additional Comments: _____

_____

_____

m

*Speakers' Bureau: Boosting ABE*

*Evaluation*

1. How effective was the speaker's presentation? very effective

2. Was the presentation organized? yes

3. Was adequate time given for answering questions? yes

4. Was the length of the presentation adequate? yes

5. What ideas did you find particularly useful? the concept of using GE alumni to encourage prospective students is excellent

6. With the materials given, would you feel adequately prepared to begin a speakers' bureau at your own site? possibly - I feel that I would be able to give it a good try

7. How would you incorporate these ideas into your own program? - the material on the speeches made by the alumni would be useful in helping speakers in my program gain self confidence

8. Do you feel that a speakers' bureau is a workable recruiting technique? definately -

9. Would you like to attend a workshop at PAACE Mid-Winter Conference to share with others your successes using the speakers' bureau concept as a method for recruiting? possibly

Additional Comments: _____

_____

_____

Bradford Co.

## *Speakers' Bureau: Boosting ABE*

### *Evaluation*

1. How effective was the speaker's presentation?
   Sincerity and Enthusiasm made it effective.
2. Was the presentation organized?
   Extremely well organized.
3. Was adequate time given for answering questions?
   yes
4. Was the length of the presentation adequate?
   yes
5. What ideas did you find particularly useful?
   Just the concept of using Students to recruit & support ESL program
6. With the materials given, would you feel adequately prepared to begin a speakers' bureau at your own site?
   yes
7. How would you incorporate these ideas into your own program?
   Probably wouldn't incorporate, probably would "steal" on a wholesale basis
8. Do you feel that a speakers' bureau is a workable recruiting technique?
   I see it more as support and less as recruitment, but it is workable
9. Would you like to attend a workshop at PAACE Mid-Winter Conference to share with others your successes using the speakers' bureau concept as a method for recruiting?

Additional Comments: _____

_____

_____

Bradford Co.

*Speakers' Bureau: Boosting ABE*

*Evaluation*

1. How effective was the speaker's presentation? Very well organized and presented with good examples and ideas for our own project
2. Was the presentation organized? Yes, with packets of information.
3. Was adequate time given for answering questions? Yes.
4. Was the length of the presentation adequate? Yes.
5. What ideas did you find particularly useful? The video tape of the actual speakers.
6. With the materials given, would you feel adequately prepared to begin a speakers' bureau at your own site? Yes.
7. How would you incorporate these ideas into your own program? Maybe in my program but more so in our career prep class.
8. Do you feel that a speakers' bureau is a workable recruiting technique? Yes, very much so.
9. Would you like to attend a workshop at PAACE Mid-Winter Conference to share with others your successes using the speakers' bureau concept as a method for recruiting? Possibly.

Additional Comments: Barbara was very pleasant, well prepared and an excellent presenter. What a disappointment to find out the program has lost it funding!

Bradford Co.

*Speakers' Bureau: Boosting ABE*

*Evaluation*

1. How effective was the speaker's presentation?

Very effective

2. Was the presentation organized?

yes

3. Was adequate time given for answering questions?

Could have had more time -

4. Was the length of the presentation adequate?

Yes

5. What ideas did you find particularly useful?

The training (public speaking) that prepared the student speakers seemed to be very good. That training would probably benefit program administrators!

6. With the materials given, would you feel adequately prepared to begin a speakers' bureau at your own site?

I think so - but I'd need to find someone to give the public speaking training.

7. How would you incorporate these ideas into your own program?

Yes, I ~~am~~ know that students make excellent recruiters.

8. Do you feel that a speakers' bureau is a workable recruiting technique?

Definitely!

9. Would you like to attend a workshop at PAACE Mid-Winter Conference to share with others your successes using the speakers' bureau concept as a method for recruiting? I have to find the time to get the idea started.

Additional Comments: Thanks for coming to Bradford County!!

AE.JTC

*Speakers' Bureau: Boosting ABE*

*Evaluation*

1. How effective was the speaker's presentation?

very

2. Was the presentation organized?

yes

3. Was adequate time given for answering questions?

yes

4. Was the length of the presentation adequate?

yes

5. What ideas did you find particularly useful?

I understood the significance of a Speakers' Bureau but I did not fully understand the potential of its usefulness

6. With the materials given, would you feel adequately prepared to begin a speakers' bureau at your own site?

Absolutely

7. How would you incorporate these ideas into your own program?

Presently we have a Speakers Bureau in our alumni association. Bart's resources will work wonders for our bureau

8. Do you feel that a speakers' bureau is a workable recruiting technique?

Yes, and I see two possibilities for its use at this very moment

9. Would you like to attend a workshop at PAACE Mid-Winter Conference to share with others your successes using the speakers' bureau concept as a method for recruiting?

Yes

Additional Comments: I want to comment on the packet of material. It is comprehensive enough for me to feel confident to begin work on ~~it~~ a comparable project immediately.



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AE.5TC

*Speakers' Bureau: Boosting ABE*

*Evaluation*

1. How effective was the speaker's presentation?
Barbara presented very well! Very informative and organized
2. Was the presentation organized?
yes
3. Was adequate time given for answering questions? yes
4. Was the length of the presentation adequate? yes
5. What ideas did you find particularly useful?
Watching the video tape pulled the presentation and materials together
6. With the materials given, would you feel adequately prepared to begin a speakers' bureau at your own site?
yes
7. How would you incorporate these ideas into your own program?
We may be able to introduce the idea at a "What's Next" GED alumni meeting
8. Do you feel that a speakers' bureau is a workable recruiting technique?
yes
9. Would you like to attend a workshop at PAACE Mid-Winter Conference to share with others your successes using the speakers' bureau concept as a method for recruiting? yes - if it's a go!

Additional Comments: _____

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